



Beacon College Preparatory Charter School

Application for a Public Charter School
Opening in the 2020-21 School Year

Respectfully submitted, on behalf of the founding team of Beacon College Preparatory Charter School, by Lead Founder, Building Excellent Schools Fellow, and Proposed Head of School – Joseph Bolduc – on April 1, 2019.

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GENERAL INFORMATION

Name of proposed school: Beacon College Preparatory Charter School ("Beacon College Prep")

Projected year of school opening: 2020-2021

Charter authorizer for proposed school: Shelby County Schools

Sponsor/Sponsoring Agency: Beacon College Preparatory, Inc.

The sponsor is a not-for-profit organization with 501(c)(3) status: Yes _____ No _____ In Process

Model or focus of proposed school: A college preparatory charter school for grades K-5

Name of primary contact person (this person should serve as the contact for follow-up, interviews, and notices regarding this application): Joseph Bolduc

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Names, current employment, and roles of all people on school design team (add lines as needed):

Full name	Current job title and employer	Position with proposed school
Joseph Bolduc	Fellow, Building Excellent Schools	Proposed Head of School
Bailey Cato	Partner, The New Teacher Project	Proposed Board Chair, Governance Committee, Academic Achievement Committee
Chandra Madison	Attorney, Boyle Brasher LLC	Proposed Secretary, Governance Committee
Aubrey Nelson	Dean, Relay Graduate School of Education	Board Member, Academic Achievement Committee
Christopher Owens	Market Director – South Region, St. Jude Research Hospital - ALSAC	Proposed Treasurer, Finance Committee
Christopher Peck	Retired, previously CEO, ACE Awareness Foundation	Proposed Vice Chair, Finance Committee, Governance Committee
Patrice Pritchett	Clinical Staff Pharmacist, Baptist Memorial Hospital Memphis	Board Member, Academic Achievement Committee
Jennifer Rich	Manager, HR Quality – FedEx Freight	Board Member, Finance Committee
Kirbi Tucker	Coordinator for Graduate Recruitment, University of Memphis School of Education	Board Member, Academic Achievement Committee

Name of proposed school leader (if any): Joseph Bolduc

Proposed school leader's current employment: Fellow, Building Excellent Schools

City or geographic community: Memphis, TN

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? Yes _____ No

If yes, identify the CMO or other partner organization: _____

Does this applicant have charter school applications under consideration by any other authorizer(s)? Yes _____ No

If yes, complete the table below, adding lines as needed:

State	Authorizer	Proposed School Name	Application Due Date	Decision Date	Proposed opening year

Indicate Applicant Type:

- New-Start Applicant
 Existing TN Operator Proposing New Focus/Grade OR Existing non-TN operator OR Existing ASD operator
 Existing Tennessee Operator Proposing Exact Focus/Grade Structure

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for Beacon College Preparatory Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will follow all federal, state, and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring any member of the governing body, employee, officer, or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature

Joseph Bolduc

Printed Name of Authorized Signer

Lead Founder and Proposed Head of School

Title of Authorized Signer

Beacon College Preparatory Charter School – Executive Summary

Proposed Plan for the School

The mission of Beacon College Preparatory Charter School (“Beacon College Prep”) is ambitious, clear, and aligned with the goals of Shelby County Schools and the needs of the Raleigh community located with the City of Memphis, Tennessee.

Mission. Within an academically rigorous, purposefully structured, joyful community, Beacon College Preparatory Charter School prepares all kindergarten through fifth grade scholars to succeed in college and contribute positively to their communities.”

Vision. Beacon College Prep believes strongly in the power of the community-school relationship and our ambitious K-5 mission. Our vision of success is based on these two premises. Currently in the Raleigh neighborhood, just over 1 in 10 students can successfully read and compute math on grade level. In alignment with Shelby County Schools’ *2017 Annual Report on Destination 2025*, we firmly believe that “students’ success with early literacy sets the stage for their success throughout their academic career and beyond. Students who are proficient readers at the end of third grade are four times more likely to graduate from high school than their non-proficient peers.”¹

It is with this shared understanding that we propose Beacon College Prep.

We believe that a school that implements a rigorous academic curriculum, creates purposeful support structures for scholars and professional development for adults, and fosters a sense of joy and community will lead to a high-quality school for Memphis families and scholars. Our vision and all elements of our academic program are informed by core beliefs about what it will take to ensure each scholar’s success.

- 1. Academic rigor leads to college readiness.** Scholar success requires rigorous curriculum starting in kindergarten and continuing in all grades. We believe that the path to college begins with a carefully planned and consistently executed rigorous academic curriculum accessible to all kindergarten through fifth grade scholars. This requires small group instruction in all grades, extended learning time in all core subjects, and TAS-aligned curriculum in all classrooms.
- 2. Structure and joy foster growth.** Scholar success requires a school community that is well-organized, warm, and welcoming. We believe that scholars learn best in an environment that is physically, socially, and intellectually safe and free of distractions. We believe that scholars and adults thrive in an environment of joy, with celebration of character, growth, and academics. Clear routines prioritize learning; joy in academic success encourages engagement with a rigorous curriculum.
- 3. Our communities matter.** Scholar success is enhanced through authentic relationships with the community and a community spirit within the school itself. Successful schools do not stand apart from their community but stand solidly beside and with their community. We engage our families through initial Home Visits for all and ongoing engagement through monthly Beacon Breakfasts, the Beacon Family Council, and Beacon Family University Nights. Character education, daily Community Circles, and weekly Community Meetings help scholars engage with their school community. Our unique community skills curriculum teaches scholars how to lead and have a positive impact on the world.
- 4. Excellent teaching drives excellent results.** Scholar success requires skilled and knowledgeable teachers in all classrooms. We implement a robust recruitment process, hiring adults who believe in our mission and commit to the hard work required to achieve it. We provide structured, consistent professional development for every teacher within a culture of feedback and growth. We collect and analyze data, know where our scholars are, where they need to grow, and how to get them there.

¹ <http://www.scsk12.org/2025/files/2017/Annual%20Report%202017-18.pdf>.

Achieving Our Mission

When successfully achieving our mission, academic results will show that Beacon College Prep is one of the top 5% of schools in the state as measured by annual academic performance on state assessments. After year four of operation, SY 23-24, all third grade scholars will be reading on grade level, and after six years, SY 25-26, all fifth graders will be prepared to enter one of Memphis's high performing middle schools and will be part of the growing number of prepared students entering local schools and positioning more of our middle schools to be able to grow on the success of elementary school. As part of our larger set of solutions, together we will be putting all students on track to attend a rigorous local high school and eventually matriculate to and through college.

Population, Challenges, and Considerations

The 2016 American Community Survey data shows that 48% of children in the 38128 zip code of Raleigh are living in poverty, compared to 34% of children in Shelby County and 25% across Tennessee. In the same zip code, 82% of adults have earned a high school degree or higher, compared to 87% in Shelby County and 86% statewide; 76% of Raleigh residents identify as African American, compared to 52% in Shelby County and 17% in Tennessee.² On average, 70% of students in Raleigh's 13 PK-12 public schools qualify as economically disadvantaged, compared to 59% across Shelby County Schools and 35% across Tennessee; 13.2% of students in district and charter schools in Raleigh have disabilities.

With high rates of poverty, Raleigh's children face greater challenges on the road to college. Many challenges are environmental: poor nutrition, inadequate medical care, and housing instability; some, such as limited exposure to vocabulary and books at home and lack of access to quality public schools, are academic in nature. Students need high-quality schools to accelerate their learning, close the opportunity gap, and ensure they are on the path to college, career, and economic success.

Academic achievement for Raleigh students continues to trail behind that of students across the county and state. In English Language Arts, 14.6% of students in grades three through eight in Raleigh scored Proficient or Advanced in 2017-2018, compared to 20% across Shelby County Schools and 34% across Tennessee; in Mathematics, 13.8% of students in grades three through eight in Raleigh scored Proficient or Advanced, compared to 22% across Shelby County Schools and 38% across Tennessee. School choice for Raleigh's elementary school families is limited: according to neighborhood classifications in the 2017 Charter Report Guide, there are currently no Shelby County School authorized elementary charter schools in the Raleigh Neighborhood.³ This data and the lack of accessible, quality school options for Raleigh residents support the need for Beacon College Prep.

As a proposed public charter school, Beacon College Prep will serve all learners regardless of race, socioeconomic status, previous achievement, learning disability, English proficiency, or zip code. We intend to provide all of our scholars with the skills and knowledge necessary for success in middle school, and to put every scholar on the path to high school and college graduation. We have selected to propose in the community of Raleigh to educate scholars who currently lack access to high-quality elementary school options in their local neighborhood. We have designed our academic plan with the intention of serving a predominantly low income, majority black student population that reflects the current demographics in our proposed community. We have designed all of our school elements to meet the needs of our community and reach the ambitious goals that Shelby County has for all of its students.

² https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk.

³ <http://www.sck12.org/charter/files/2017/2017-CHARTER-REPORT-GUIDE.pdf>.

Core Elements Designed to Meet the Local Need

Slow Growth Model. Beacon College Prep proposes a slow growth, kindergarten through fifth grade charter school beginning with two grades and adding one grade in each subsequent year until we are fully grown, kindergarten to fifth grade.⁴

Implementation of Small Group Instruction. Small group instruction (5-10 scholars), facilitated by the two-teacher model, is the cornerstone of our academic program. All kindergarten through second grade classes will have two teachers at all times.

Balanced Literacy. With 240 minutes in grades K-2 daily and 220 minutes in grades 3-5 daily, our literacy program engages scholars in meaningful, rigorous literacy instruction, provided through multiple modalities, that builds skills and knowledge in phonics, fluency, verbal and written comprehension, knowledge and context building, and vocabulary development.

Knowledge Based Schooling through Core Knowledge. Our curriculum will leverage pieces of the Core Knowledge curriculum tools to build background knowledge and a robust vocabulary in our K-5 scholars through access to engaging nonfiction content.

More Learning Time. Beacon College Prep will offer an extended school day, from 7:30am to 4:00pm, and school year of 187 days, totaling 145 more annual instructional hours than the traditional school system.

Dedicated to Development. Through a combination of a 17-day summer training institute, 150 minute weekly training sessions, at least 40 minutes of collaborative planning weekly, ongoing observation and coaching, and 10 full PD days, Beacon College Prep teachers will engage in more than 336 hours of professional development annually.

Community Building. In partnership with parents and founded upon our BRIGHT values, and sustained through daily Morning Meetings, weekly Community Meetings, and a positive, values-based culture, we will foster a school community for a uniquely inclusive, supportive, and joyful school for families in Raleigh.

Founding Team's Capacity

Proposed Head of School Joseph Bolduc is a Building Excellent Schools (“BES”) Fellow with several years of experience in school leadership in early stage founding and school turnaround. Beginning his career leading second grade and developing a student mentoring and community service program in partnership with Princeton University, Mr. Bolduc has strengthened his instructional lens and garnered best practices through formal observations of 25+ high performing charter schools, developed expertise in school leadership, finance, design, and management through 600+ hours of BES training. Mr. Bolduc has completed leadership residency at high-achieving Nashville Classical Charter School that continues to outpace results in Nashville, Davidson County, and Tennessee in ELA and Math. Mr. Bolduc is joined by a high-capacity team with the professional skill sets and personal commitment to our city and the Raleigh community to successfully oversee the launch, growth, and success of Beacon College Prep. The Founding Board of Directors is well suited to provide support and capacity to the Head of School during founding and beyond, as members of the Board bring with them proven experience and leadership in education and teacher training, talent and human resources, finances and fund development, community engagement and organization, as well as bringing executive leadership and legal expertise. With deep awareness of a charter Board’s responsibilities to the public for achieving the mission, vision, and goals set out in the charter, the Founding Team brings the breadth of perspectives and experiences that will allow for strong academic, fiscal, and regulatory oversight of the school, and with the community, look forward to partnering with Shelby County Schools on behalf of our shared goals.

⁴ We will continue monitoring pre-K funding expansion and may consider partnering with a pre-K provider, such as Porter Leath, in the future.

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

(a) Mission

Within an academically rigorous, purposefully structured, and joyful community, Beacon College Preparatory Charter School prepares all kindergarten through fifth grade scholars to succeed in college and contribute positively to their communities.

(b) Vision and Goals

Beacon College Preparatory Charter School (“Beacon College Prep”) is a uniquely designed charter school for the Raleigh community within the City of Memphis, and our ambitious mission drives a clear and compelling vision for the proposed K-5 elementary school.

We envision a school that (a) engages scholars at every grade level in rigorous, college preparatory curriculum that builds conceptual and contextual knowledge, (b) develops Tier 2 and Tier 3 vocabulary that opens up the power and impact of reading and writing, and (c) pushes scholars to apply their knowledge in a variety of ways that allows for authentic and transferable learning. We envision a school in which scholars work collaboratively in small groups, allows for immediate and individualized remediation, intervention, and challenge, and is staffed by mission-aligned, continuously supported, and highly trained teachers. We envision a K-5 elementary school in which leaders prioritize teacher professional development and in which teachers become uniformly skilled in proactive behavior management, data analysis, content knowledge, and communication skills.

We envision a school in which clarity in communication, purpose, and responsibility leads to a strong sense of community. We envision a supportive and inclusive community, built within the school’s walls and extending outside of them to encompass a close relationship between school, family, and our larger Memphis community. We believe firmly in the idea that we work better together - from families, to scholars, to staff. We envision a school community of families engaged in a variety of ways, beginning with annual Home Visits with all new families for early, mission-driven and student-centered relationship-building, to monthly Beacon Breakfasts that allow for continued relationship-building, the Beacon Family Council for more engaged family involvement in the life of the school, and multiple Family University Nights to engage around grade-level learning - all of which offer a variety of community-building and mission-centric opportunities throughout the year. With a growing field of research showing that strong school to community partnerships are essential to academic success, we know that when schools, families, and communities come together to support academic achievement, attendance rates increase, student motivation builds, and academic performance rises.¹ To this end, Beacon College Prep has spent time during pre-authorization making meaningful and lasting partnerships with community members and organizations. A proposed partnership with Communities in Schools will allow Beacon College Prep to offer valuable supports to all scholars, minimizing the need for scholars requiring intensive Tier 3 interventions. The support of the Raleigh Community Development Cooperation will allow for greater collaboration with Raleigh businesses, community resources, and members of the neighborhood, and partnerships with community organizations such as the Raleigh Library will provide opportunities for academic and community programming for the scholars and families of Beacon College Prep.

We envision a strong sense of community fostered inside the school, driven at its core by our nurturing and celebration of strong personal character led by our **BRIGHT** values of Bravery, Respect, Initiative, Grit,

¹ NEA. 2008. *Parent, Family, Community Involvement in Education*. https://www.nea.org/assets/docs/PB11_ParentInvolvement08.pdf.

Honesty, and Teamwork. Daily classroom Morning Meetings centered around character education, and shared common language across all classrooms, will infuse our values throughout our school community. Weekly Community Circles will create a shared community across grades and classes, enveloping Beacon in a schoolwide identity and a spirit of inclusiveness. Studies of student culture and academic achievement support this belief, finding that students learn most “effectively when the school provides a positive social environment with a strong sense of community.”²

Our relentless focus on creating an academically rigorous and incredibly joyful community is in service of our goal of preparing every Beacon College Prep scholar to be (a) academically prepared to succeed in middle school, thrive in high school, and graduate from college and (b) socially prepared to be agents of positive change in their communities. Understanding that third grade presents a pivotal moment when students begin “reading to learn,” Shelby County Schools (“SCS”) has challenged its schools to ensure that 90% of all third graders are reading on grade level by 2025.³ According to the 2018 SCS Annual Report, 27.0%, or approximately 1 in 4, of SCS third graders are reading proficiently. Beacon College Prep proposes to partner with SCS to reach this ambitious goal. We believe that SCS can achieve the ambitious goal of third grade reading proficiency for all when every neighborhood has high-quality schools available to its children and families. We believe that every scholar, regardless of race, socio-economic status, prior academic performance, or life experience can achieve at high levels when provided with a school designed specifically to meet their needs and reach our County’s ambitious goals. All stakeholders at Beacon College Prep will drive relentlessly towards this mission and these goals.

Beacon College Prep will align with SCS goals and set all scholars on this path by creating a small elementary school community that is academically rigorous, purposefully structured, and productively joyful. To do this, all elements of our school design are grounded in four core beliefs.

Core Belief 1: Academic rigor leads to college readiness.

In the proposed 38128 zip code, 13.3% of residents, or slightly more than one in ten, currently possess a four-year college degree.⁴ With ambitious national, state, and local goals and standards for all students, setting high academic standards - especially in reading and mathematics - will best prepare our K-5 scholars for the rigors of quality middle school and high school instruction. We know that college access should be a realistic opportunity available to 100% of our scholars, and we know that third grade reading performance in our city and our communities is an underpinning challenge that we must confront and overcome. We will implement a rigorous, college preparatory curriculum starting in kindergarten, thoughtfully apply small group instruction in literacy and mathematics to individualize targeted supports, and utilize meaningful assessments to gather data, improve instruction and supports, as well as drive and monitor scholar progress.⁵ These decisions are deeply informed by practices being successfully

² Wighting, Mervyn, Deanna Nisbet, and Lucinda Spaulding. 2009. "Relationships between Sense of Community and Academic Achievement." Faculty Publications and Presentations. 147. http://digitalcommons.liberty.edu/educ_fac_pubs/147.

³ Shelby County Schools. 2018. *Destination 2025 Annual Report*. <http://www.scsk12.org/2025/files/2019/Annual%20Report%202019-20.pdf>.

⁴https://www.opendatanetwork.com/entity/8600000US38128/38128_ZIP_Code/education.graduation_rates.percent_less_than_9th_grade?year=2016&ref=compare-entity.

⁵ More information about curricular choices and small group instruction, RTI², and data driven instruction can be found in **Section 1.3**, **Section 1.9** and **Section 1.4**, respectively.

implemented⁶ in the highest achieving schools in Tennessee and the country, including Nashville Classical⁷ and Purpose Preparatory⁸ Charter Schools in Tennessee and Brooke Schools⁹ in Massachusetts.

Rigorous, standards-aligned curriculum will be the foundation of our rigorous academic model. Based on models from high-achieving charter schools, we will select and supplement a college preparatory curriculum aligned to all Tennessee Academic State Standards as well as Common Core State standards. We will provide: (a) clearly aligned and detailed annual scope and sequence documents, (b) clearly aligned and detailed unit plans within each scope and sequence, and (c) daily lesson plans in all subjects in all grade levels, as well as (d) all necessary materials for lesson implementation that will collectively allow teachers the prioritized time to dedicate to intellectual preparation for lesson implementation and intentional practice of core instructional techniques - all supported through a robust and extended professional development program. We believe that implementing a provided curriculum with its layers of resources, as implemented at some of the most successful charter schools in Tennessee, will allow us to develop a professional development program focused on lesson internalization and implementation, rather than curriculum creation. This will position our teachers to provide consistently high-quality instruction and ensure each minute of instruction is thoughtfully planned with appropriate challenges and supports for all scholars.¹⁰

We are firmly aligned with Shelby County in believing that college preparation requires a strong foundation of literacy and mathematics knowledge and skill and we fully support the Destination 2025 goal that "by 2025, 90% of SCS third graders are proficient in English language arts (ELA)."¹¹ To that end, we devote additional and prioritized time and resources towards our core subjects. K-2 scholars will receive 240 minutes of literacy instruction daily and 160 minutes of mathematics instruction daily, and our scholars in 3-5 receive 220 minutes of literacy and 180 minutes of mathematics instruction daily.¹²

To successfully prepare our scholars to access and succeed with our college preparatory curriculum, however, we need more than extended blocks in reading and math. We believe and the experience of the most successful schools have demonstrated that daily targeted small group instruction is crucial to scholars' measurable success in both subjects. Our schedule provides small group instruction as a Tier 1 intervention for all scholars, with 600 minutes of targeted, individualized literacy instruction each week, with an additional 240 minutes of small group mathematics instruction for our scholars in K-2. The benefits

⁶ Through the Building Excellent Schools ("BES") Fellowship, Lead Founder and proposed Head of School Joseph Bolduc has continuously studied some of the highest performing schools in the country, including powerful proof point charter schools serving high needs communities of students in Nashville, TN; he has completed a Leadership Residence at BES school Nashville Classical with 2011 BES Fellow and Founder/ Head of School, and continues to work closely with 2013 BES Fellow and Founder/Head of School Jack Vulstyke at Memphis Rise Academy, also located in Raleigh; for Letters of Support from BES, Nashville Classical, and Memphis Rise Academy, please see **Attachment E**.

⁷ Nashville Classical Charter School was founded by 2011 BES Fellow Charlie Friedman. Last year, Nashville Classical outscored Davidson County and the State on TN Ready with 49% "on track" or "mastered" in ELA, 55.1% "on track" or "mastered" in math. More information about their results can be found at <http://www.nashvilleclassical.org/tnready-results2017>.

⁸ Purpose Preparatory Charter School was founded by 2011 BES Fellow Lagra Newman. Last year, Purpose Prep was noticed as a TN Reward School, scoring in the top 5% of all Tennessee public schools. More information about Purpose Prep can be found at <https://www.purposeprep.org/our-results>.

⁹ For the last three years all Brooke campuses have been in the top ten highest performing K-8 schools on standardized tests in Math and ELA combined in the State of Massachusetts. Brooke's instructional materials are provided online at <http://resources.ebrooke.org/>. Beacon College Prep plans to utilize many of these resources including professional development materials and curricular materials. Brooke's first grade writing Unit 1 plans, for example, are aligned to the Tennessee Academic Standards in that they ask scholars to begin to craft arguments in writing. We will use this scope and sequence to create writing lessons that align to our Core Knowledge lessons, asking scholars to craft arguments related to the primary sources discussed in Shared Reading.

¹⁰ We plan to successfully achieve this by continuing our relationship with Nashville Classical Charter School (see Letter of Support in **Attachment E**), utilize the BES network to access the curriculum of high quality schools such as Purpose Preparatory, and put to use publicly available resources from schools such as Brooke Schools which can be found online at <http://resources.ebrooke.org/>.

¹¹ Shelby County Schools. 2017. Destination 2025 Annual Report. <http://www.scsk12.org/2025/files/2017/Annual%20Report%202017.pdf>.

¹² Details about our daily schedule can be found in **Section 1.8**. Our schedule shows our commitment to both literacy proficiency and interventions with 240 (K-2) and 220 (3-5) minutes of literacy instruction daily, 180 (K-2) and 200 minutes (3-5) of small group instruction, and 40 minutes dedicated to RTI each day.

of small group literacy instruction have been long studied. Small group instruction not only promotes learning, but social skills as well. Scholars learn to give and receive help, listen to and share their own ideas, defend their thinking or see new perspectives, resolve problems, while receiving additional support from their teacher.¹³ Beacon College Prep is designed to provide similar levels of support for our scholars in mathematics. A recent study involving 655 kindergarten scholars in 24 low-income public schools showed that one month of small group mathematics instruction yielded the benefits that two and a half months of whole group instruction normally would.¹⁴ Informed by such research, we have aligned and, in all years will continue to align, our staffing, resources, schedule, and physical space to daily small group instruction. Hiring two teachers for each K-2 classroom, increasing time in core subjects, and creating multiple small group learning spaces will collectively allow small group instruction to propel student achievement in both reading and mathematics.

Beacon College Prep is proposing to work in Raleigh, a community with high poverty, low adult educational levels, and low academic achievement rates.¹⁵ As a school, we will meticulously use the Response-to-Instruction and Intervention ("RTI²") model to meet the needs of our population and grow measurable student achievement in all years in all grades. RTI² is a comprehensive schoolwide approach to analyzing student data and proactively addressing academic and behavioral needs within a tiered system that meets the needs of all students within the least restrictive environment. The RTI² team, composed of school leaders, teachers, and student support staff, will meet weekly to (a) analyze student academic and behavioral data, (b) coordinate in-class instruction and supports, and (c) design Tier 2 and Tier 3 interventions for scholars with the highest needs. Support will range from attendance plans, to behavior support, to academic interventions.¹⁶ Strategic partnerships with outside service providers such as LeBonheur Health, and Communities in Schools, which will further allow Beacon College Prep to connect families with wraparound services such as counseling, dental services, and vision screenings among others.¹⁷

Core Belief 2: Structure and joy foster growth.

For children at academic risk to read proficiently by grade three, and successfully learning all content and acquire all skills needed in mathematics and other core subjects, they must go to a school that is physically and intellectually safe and spiritually uplifting.

First, a consistent, predictable, and structured school environment is a crucial aspect to academic success for scholars, especially for those who have experienced trauma and poverty.¹⁸ A 2014 study by the ACE Task Force of Shelby County found that 52% of adults in the county experienced at least one adverse childhood experience (ACE). ACEs include abuse, neglect, lack of food or home, violence near the home, and the incarceration of family members. According to Le Bonheur and the University of Tennessee Health and Science Center, two thirds of children that are treated within their clinics, most located in north and south Memphis, have experienced at least four ACEs.¹⁹ Designed in response to such data, within every classroom, predictable and structured routines, consistent expectations, and warm but firm supports will promote efficiency and ensure scholars' physical, emotional, and intellectual safety at every moment in

¹³ Gillies, Robyn M. "Structuring Cooperative Group Work In Classrooms." *International Journal Of Educational Research*, vol 39, no. 1-2, 2003, pp. 35-49. Elsevier BV, doi:10.1016/s0883-0355(03)00072-7.

¹⁴ <https://www.brookings.edu/research/new-evidence-on-the-benefits-of-small-group-math-instruction-for-young-children/>.

¹⁵ 13.3% of adults have a college degree, 70% of scholars are economically disadvantaged, and 14.4% and 14.3% are proficient in reading and math respectively. For more information about community need, please see **Section 1.2**.

¹⁶ For more details about our Response to Intervention plan, including meeting days, and times, please see **Sections 1.3** and **1.9**.

¹⁷ For more information about strategic community partnerships, reference **Section 1.12**. A Letter of Support from and Communities in Schools can be found in **Attachment E**. We have built a relationship with Lebonheur Health and will continue to formalize this partnership if authorized.

¹⁸ Tough, Paul. *Helping Children Succeed: What Works and Why*. NY: Mariner Books, 2016, www.paultough.com/helping/web/.

¹⁹ "New Memphis Clinic Considers The Health Effects Of Adverse Childhood Experiences". *High Ground*, 2019, <http://www.hightgroundnews.com/features/LeBonheurUTHSCsocialprograms.aspx>. Accessed 8 Feb 2019.

the school day. As researchers at Arizona State University concluded in 2018, and as particularly applicable in our target community, consistent instructional routines promote academic growth by allowing young children to focus on novel learning tasks instead of changes in the surrounding environment.²⁰ As a school, we will first teach the “why” of our approaches to families, staff, and students, because research also indicates that thoughtful implementation and teaching of routines and expectations including rationale work is needed to create this environment.²¹ We will have normed systems and routines across grades K-5; routines such as arrival and dismissal, hallways transitions, and in-classroom movements will be scripted and predictable. This orderly, efficient environment will allow scholars and staff to feel safe and thus be able to focus time and energy on mastery of core academic content, critical thinking, and problem-solving rather than on managing their emotional and social responses to a lack of safety that too often is experienced in schools and other public settings within poor communities.

An added benefit to clear and consistent routines is time. We believe that structure maximizes precious instructional time. We know that every minute matters in the education of our scholars. We know that increasing time and engagement in academic material is necessary for achieving results, and we know that the impact of such increase and the need for such engagement rests on a structured school community aligned to our ambitious mission.²² Providing timers for every classroom, creating and adhering to minute-by-minute scripts, and devoting professional development time and energy on practicing clear directions and language norming will allow time to be a valuable commodity at Beacon College Prep and be one of the many levers we will use to ensure reading success and schoolwide success.

In addition to structure, for a school to be successful academically, we know that it also must be infused with genuine enthusiasm and joy. We agree with national educational leader Doug Lemov that “finding joy in the work of learning is a key driver of not just a happy classroom but a high achieving classroom.”²³ We believe that creating a joyous community that appreciates and celebrates each scholar’s value, personal growth, and academic achievement ultimately allows scholars and staff to reach their full potential. Research by Patrick Quinn and Angela Duckworth, best known for their research on “grit,” supports this belief, finding that students’ overall happiness is a strong predictor of higher academic achievement.²⁴

In our classrooms, days will begin with Morning Meetings which will provide scholars a positive, productive start to the day rooted in our core values. Discussions could include how the class responded to a difficult behavior distraction from the day before and how they can support their peers and their learning environment today. Throughout the day, moments of joy will be evident in all classrooms. Teachers will celebrate a “culture of error” when scholars “get caught trying” by celebrating effort and thought on difficult problems, even if the answer is not correct. Chants of “She tried that!” and “Two claps for that effort!” will be heard in all classrooms. Teachers will highlight and honor their “favorite mistake” to encourage scholars to take intellectual and emotional risks while explicitly teaching that mistakes are a part of how we learn and how we grow as scholars and as people. As a whole school community and with invitation for our families to join us, we will meet weekly to celebrate scholars’ academic and character successes in our Community Meetings. Beginning with classrooms sharing their homeroom-specific chant, Community Meetings showcase pride for each university-themed classroom. Teachers will

²⁰ Benitez, Viridiana, L., and Jenny R. Saffran. 2018. “Predictable Events Enhance Word Learning in Toddlers.” *Current Biology*. DOI:<https://doi.org/10.1016/j.cub.2018.06.017>.

²¹ Alber, Rebecca. 2017. “Rules and Routines in the Classroom: An argument for keeping hard rules to a minimum.” <https://www.edutopia.org/blog/rules-routines-school-year-start-classroom-management>.

²² Kaplan, Claire, and Roy Chan. (2011). *Time Well Spent: Eight Powerful Practices of Successful, Expanded-Time Schools*. National Center on Time and Learning. Boston, MA.

²³ Lemov, Doug. *Teach Like A Champion 2.0*. San Francisco, CA: Jossey-Bass, 2015.

²⁴ Quinn, Patrick D., and Angele Duckworth. (2007). “Happiness and Academic Achievement: Evidence for Reciprocal Causality.” Poster Presented at the Annual Meeting of the American Psychological Society. Vol. 4.

be charged with ensuring their classrooms are the “loudest and proudest” in the room. Each room will honor a “Scholar of the Week” who will lead the class in their chant. These scholars will have exhibited exemplary growth in academic achievement, such as mastering STEP Level 3 in Kindergarten, or growth in character, like dedicating part of their recess to help a friend solve a difficult word problem from math. During our Community Meetings we will award one class the “BRIGHT Values Cup” for exemplary evidence of use of our BRIGHT values from that week. We will build and foster a community that is structured and rigorous, and that embraces each day’s work with joy and gratitude for community.

Core Belief 3: Our communities matter.

We believe that all families are critical partners in supporting the high academic and behavioral standards that will lead to each scholar’s academic and personal success. Research shows that strong family to school relationships contribute to a wide range of positive outcomes, such as higher levels of scholar achievement, reduced absenteeism, improved attitudes towards school, and the development of stronger social skills.²⁵ This relationship is dependent on trust built through the school’s clear, caring, honest, consistent, and proactive communication with every family and with all families as a community.

Family engagement begins prior to the first day of school. During May and June, members of the school staff will conduct a Home Visit with each family. These visits will not focus on classroom rules or expectations, but instead will offer an opportunity for teachers, parents, and students to listen and share about themselves. Teachers will get to share why they do this work, and the joy and excitement they have for working with their child(ren). Parents will share what their dreams are for their child(ren), and what they need from the school to ensure a strong relationship. The scholar will share their aspirations and interests and express their early ideas about school and learning. This vision for Home Visits has been met with excitement from community members and families with whom we have met in the Raleigh neighborhood. A common concern of families is that schools and teachers do not take the time to get to know them or their children in a meaningful, authentic way. Many state that they are eager to be more involved but feel uncomfortable doing so - and they see Beacon College Prep’s vision of Home Visits as a way to both create a strong relational foundation early as well as set the stage for family involvement and communication early. A Johns Hopkins University study of the Flamboyan Foundation’s Family Engagement Partnership found that families who received a Home Visit like this, prior to the school year, had 2.7 fewer absences throughout the year, leading to schools seeing a 24% reduction in absences. Attendance rates in Raleigh average 93.7%, showing attendance as a relative strength, yet short of Beacon College Prep’s goal of 96%. Additionally, chronic absenteeism is an issue city-wide.²⁶ Our Home Visits will reduce the number of chronically absent families by creating strong lines of communication and engagement early. Additionally, aligned to Destination 2025’s reading proficiency goal, scholars participating in Home Visits were 1.55 times more likely to be reading proficiently by grade’s end.²⁷

Family partnership continues throughout the school year. One U.S. Department of Education study of Title I schools²⁸ found that teacher communication with families about students’ academic performance improved reading and math achievement outcomes.²⁹ We will continue building trusting relationships through annual Family Orientations held in late July, and annual Back to School Nights held each August or September, designed to cultivate a shared understanding of the mission, behavioral, and academic

²⁵ CDC. 2012. Parent Engagement: Strategies for Involving Parents in School Health.

https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf.

²⁶ According to SY17-18 TN State Report Card data , an average 11.2% of students in Raleigh elementary schools qualified as chronically absent, with schools ranging as high as 20.4%. In contrast, 7% of students at Nashville Classical and 5.8% at Purpose Prep were chronically absent.

²⁷ http://flamboyanfoundation.org/wp/wp-content/uploads/2015/09/JHU-STUDY_FINAL-REPORT.pdf.

²⁸ Most recent data for the Raleigh neighborhood shows that 70% of its resident are economically disadvantaged.

²⁹ U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service, The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume 1: Executive Summary, Washington, D.C., 2001.

expectations that will drive us throughout the school year. A national leader in family engagement strategies and research, the Flamboyan Foundation has found that strong family and school partnerships can be best built upon with continued proactive communication.³⁰ We will achieve this with quarterly-based Parent-Teacher Conference that includes child care to allow all families to participate, monthly Newsletters focused on academic and cultural goals and announcements, bi-weekly Progress Reports on individual student progress, weekly invitation to families to our weekly Community Meetings, and daily communication from the classroom about academics and behavior through a communication log on the cover of homework packets as well as teacher calls and texts to families.

Likewise, we will promote a welcoming culture where parents feel comfortable contacting teachers and school leaders with everything from questions about that night's homework questions to concerns about their child's focus in class. To facilitate open communication, we will provide families with individual professional email addresses and cell phone numbers for all staff members in the Scholar and Family Handbook, distributed annually to all families in their home language and provided also on our website in English and Spanish. Throughout the year we will host monthly Beacon Family University Nights, a series of workshops designed to increase families' confidence as educators at home, strengthening their understanding of academic data, content, and learning strategies.³¹ We will invite families to provide direct feedback about our academic program and culture and advise us on broader family engagement strategies by participating in monthly Beacon Family Breakfasts.³² Topics may include how to best support scholars during testing in our February meeting, or connecting families with nonprofit service providers within the community during our October meeting. Families will be able to serve on the Beacon Family Council which will meet at least quarterly, seeking support through volunteers or publicity in school events such as our Dia de los Muertos event in October or Black History Month Celebration in February.³³³⁴

Our scholars are also an integral part of our school community. We plan to build, foster, and maintain a strong sense of school community, classroom community, and the value of each individual within our community. Our strong school-wide community is driven by common, values-based language, and weekly Community Meetings, will contribute to our strong school-wide culture. Our teachers will believe in the best of our scholars' character, and our common language will exemplify that. All staff will reinforce positives no matter the scholar's class: "DeMarcus, you're showing such respect by cleaning up those paper towels. I'll be sure to pass that on to Ms. Carter." We will also reinforce our values in corrections: "Jaylen, use your grit and show your work on number 2. Try your hardest, you've got this." We also believe deeply in a strong classroom culture driven by supportive and understanding adults. Each day will begin with a Morning Meeting, allowing scholars to engage with their peers, discuss topics related to character and values-based lessons and current events, or learn skills such as problem-solving and conflict resolution. In kindergarten, for example, scholars may be presented with a fictional conflict: "Marcus and Kyrie are on the playground. Marcus has been using the swings for most of recess, and Kyrie wants to use them now." Then, the classroom community would discuss the problem by learning to view multiple perspectives, "What does Marcus want? What does Kyrie want? How might it feel when two people want different things?" Acknowledging this, scholars will begin to learn how to solve conflict together in a productive way, as well as develop empathy and self-awareness. A visitor should hear student responses such as, "It may make Marcus upset to have to stop doing what he wants to do, but Kyrie has been waiting and should also get a turn to use the swings." Morning Meetings will be a way to reinforce our character values as well as teach tangible and necessary interpersonal skills.

³⁰ <http://s28742.pcdn.co/wp-content/uploads/2018/08/Dos-and-Donts-Communication-with-Families-Around-Academics1-1.pdf>

³¹ For more information about our Beacon Family University Nights, please see [Section 1.12](#).

³² For more information about our Beacon Family University Nights, please see [Section 1.12](#).

³³ For more details about our family engagement strategies, please see [Section 1.12](#).

³⁴ Budgetary considerations for family engagement events can be found in our [Budget](#) Tab 6, line 174.

Our academic skill-building will be taught in conjunction with character education and social-emotional skills. The combination of these skills will create a community that builds trust and fosters growth. Harvard's Center on the Developing Child has found that "cognitive, emotional, and social capacities are inextricably intertwined, and learning, behavior, and both physical and mental health are highly interrelated over the life course,"³⁵ showing that we must couple academic and social-emotional skill-building. We also agree with the Center in that this work must begin as early as possible because "brain plasticity and the ability to change behavior decrease over time."³⁶ We view character building as more than a narrow set of skills, but instead character is formed within the relationship between knowledge (what one knows), skills (what one has), and attitudes (what one believes and values). In doing so, we will be able to most thoughtfully and strategically prepare our scholars to interact positively with each other and within our communities.³⁷ Additionally, our **BRIGHT** character values of Bravery, Respect, Initiative, Grit, Honesty, and Teamwork will be infused throughout our culture. Teachers will use common language in highlighting scholars and community members and in their statements providing behavioral supports.³⁸ Examples of values-based language might include, "Aniyah, wonderful bravery in trying to answer that difficult question" when a scholar takes a risk, or "James, we respect our peers' learning time by keeping our sounds off when it's independent work time" to frame corrections. Scholars will engage with their peers in school communities of varying sizes, from frequent peer to peer discussion through the use of shoulder partner work, to whole class daily Morning Meetings, to grade level weekly Community Meetings. Embodying the essential concept that all scholars are "our" children, we believe that we work and learn better together, and that it is our responsibility to explicitly teach and continually foster the development of academic habits and strong character traits in our scholars.

We believe that our students are deeply powerful. With an assets-based framework and growth mindset, we will strive every day to equip our scholars with the knowledge and skills they need to engage confidently with the challenges they will encounter throughout their lives. We will adopt a service-learning curriculum, such as Youth Service America's Classrooms with a Cause program,³⁹ to teach students how to identify and prioritize community assets and challenges, evaluate options for addressing issues, explain rationale for their choices, implement their chosen service plan, and reflect on its impact.⁴⁰ A review of K-12 service-learning research finds a variety of lasting positive outcomes for students, ranging from increased self-confidence and reduced "risk" behaviors, to improved attendance, higher achievement on standardized tests, and increased civic engagement later in life.^{41,42} In addition to our core academic program, we will empower students as active participants in our classroom and school communities through seemingly small measures, such as emphasizing shared responsibility through rotating classroom jobs and authentically collaborative learning tasks. Developing students' capacity to lead and contribute to others also requires developing their sense of ownership over their own learning and development. Using a model similar to Valor Academy in Nashville⁴³, we will prepare students through ongoing self-reflection about their strengths, goals and motivations. Our focus on character and community development will allow us to increase scholar responsibility and independence. This may manifest in

³⁵ <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/A-Decade-of-Science-Informing-Policy.pdf>.

³⁶ <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/A-Decade-of-Science-Informing-Policy.pdf>.

³⁷ Kwauk, Christina. 2017. "Life Skills Education is More Than Teaching Skills." <https://www.brookings.edu/blog/education-plus-development/2017/11/21/life-skills-education-is-more-than-teaching-skills/>.

³⁸ More information about school cultures and value can be found in **Section 1.10**.

³⁹ <https://ysa.org/resources/#1531264822517-44c1d0d8-f3d6>.

⁴⁰ More information about our service learning curriculum can be found in **Section 1.3**.

⁴¹ Billing, Shelley. 2002. "Support for K-12 Service-Learning Practice: A Brief Review of the Research."

https://www.researchgate.net/publication/234681976_Support_for_K-12_Service-Learning_Practice_A_Brief_Review_of_the_Research.

⁴² More information about our service learning component can be found in **Section 1.3** and **Section 1.10**.

⁴³ Valor Collegiate Academy has been studied by Lead Founder Joseph Bolduc as part of the BES Fellowship. The school is performing in the top 5% of all TN schools, achieving growth in the top 1% of schools. More information about Valor can be found at <https://valorcollege.org/>.

ownership of portions of parent-teacher conferences⁴⁴ and increased levels of independence in their service learning projects in fourth and fifth grades. As the school grows to fourth grade, in Year 4, we will establish a student government, overseen by our Dean of Culture and teacher leader, to engage students in democratic practices, including voting for representatives, identifying issues of importance to themselves and their classmates, and recommending solutions and preparing to advocate for those with their peers and school leaders.⁴⁵

Core Belief 4: Excellent teaching drives excellent results.

The core of our work begins with high-quality instruction, which requires three things: (a) recruitment of high capacity, mission-aligned individuals, followed by (b) thoughtful development of those individuals, and lastly, (c) retention of those individuals for as long as possible. Research by The New Teacher Project shows that adult skills and mindsets have a lasting impact on teacher retention as well as scholar learning.⁴⁶ We will begin by prioritizing the recruitment of mission-driven individuals who hold the unwavering belief that all scholars, and adults, can and will achieve at a high level. Candidates must believe in the power of setting, communicating, and maintaining high expectations for their scholars, families, and themselves. They must believe in the power of the community as teachers who professionally learn every day and for scholars who measurably grow every day. From the scholars inside their classroom to their peers sharing the hallways, to the community outside of our school walls, we will hire individuals who believe that we work better and can achieve more together. Teachers will not only believe deeply in how Beacon College Prep plans to achieve our mission, but also why decisions are made along the way. With this clearly communicated vision for school culture, aligned system of supports, and intellectual preparation for daily lessons, our school community will commit to and execute the high standards and hard work necessary to rapidly raise student achievement.

Our recruitment of mission-driven individuals will foster a professional, growth-based workplace focused on increasing academic achievement, first by increasing teacher efficacy and then by focusing on our progress towards formative and summative goals.⁴⁷ Our staff will believe that excellence begins with the adults. A study by The New Teacher Project into the retention of high-quality teachers found that high expectations and increased development of adults led to higher rates of retention in quality teachers and increases in scholar performance.⁴⁸ Our school year begins with 17 days of staff onboarding and development in the 3 weeks prior to the first day of school.⁴⁹ This will build a strong foundation of schoolwide systems, behavioral expectations, and instructional best practices. When the school year begins, we will provide 150 minutes of weekly professional development on our abbreviated Wednesday, pushing towards school-wide goals and improvements such as increasing wait time to allow more scholars to access problems, or how teachers are using questioning to increase the levels of scholar voice during lessons. Live coaching within the classroom each day and weekly coaching conversations will allow leaders to work with staff individually and tailor feedback towards individual teacher growth. Our annual calendar includes 10 full day PDs and Data Days, allowing us to develop teachers' ability to collect, analyze, and respond to data.⁵⁰

⁴⁴ Examples of this were seen in Compass Rose Academy, a middle school founded and led by BES Fellow in San Antonio, Texas.

⁴⁵ More information about service learning curriculum, student leadership, and family engagement can be found in **Section 1.3**, **Section 1.10** and **Section 1.12**.

⁴⁶ The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive." https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

⁴⁷ More information about our goals and accountability measures can be found in **Section 1.4**.

⁴⁸ https://tntp.org/assets/documents/TNTP_DCIreplaceables_2012.pdf.

⁴⁹ More information about the school calendar and schedule can be found in **Section 1.8**.

⁵⁰ On October 8, 2018 Lead Founder Joseph Bolduc observed a full data day at Lawrence Community Day, a charter school in Lawrence, MA. We will model data days off of observation of best practices like this, where teachers were led in a careful analysis of school-wide, grade wide, cohort wide, subgroup wide, then item analysis of state test data. More information about staff PD and Data Days can be found in **Section 2.5**.

We believe that all members of the Beacon College Prep community are lifelong learners. For teachers, this means investing deeply in professional development, with protected time for participating in: (a) training aligned to their unique needs; (b) practicing new skills in instructional planning, delivery, and assessment; and (c) collaborating with peers and receiving prompt feedback for continuous improvement. We will prioritize time for teachers to successfully plan and practice delivering lessons based in and aligned to the Tennessee Academic State Standards and Common Core State Standards. Summer development will train teachers on the core instructional taxonomies needed to implement a rigorous, standards-based lesson. Our daily coaching and weekly professional development time will allow for at least 190 minutes of teacher training per week, totaling more than 123 hours annually. In a 2007 review of more than 1,300 studies, the U.S. Department of Education's Institute of Education Sciences found a strong correlation between "substantial" professional development and scholar outcomes, with 49 or more hours of development increasing scholar achievement by 21 percentile points.⁵¹

We believe that we learn and work better as a team. Regular collaboration helps "ensure that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all scholars, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness."⁵² To prepare and deliver rigorous daily lessons, teachers will collaborate with leadership and each other and will prioritize collaboration by systematically building at least 40 minutes into our daily schedule as well as 60 minutes on abbreviated Wednesdays. In addition to collaborating daily with co-teachers, instructors will meet weekly with colleagues in content area, grade level, and general education/special education teams.⁵³ As the New Teacher Project's "Greenhouse Schools" study shows, strong schools provide teachers with ample opportunities to collaborate with and observe one another teaching.⁵⁴ This regular collaboration helps build trust among teachers, which researchers found to be an essential characteristic of high performing schools in Chicago's lowest income neighborhoods.⁵⁵

We further believe that the intentional use of data must be at the core of all school decisions.⁵⁶ As educators, we make thousands of decisions each day. How should we teach multi-step problem-solving? What should we do to support the student who has difficulty staying in his seat through a 10-minute read aloud? What additional challenges and supports do our most high-achieving and low-achieving students need this week? Successful schools do not answer these questions without also asking, "How do we know we are making the right choice?" This requires reliable schoolwide systems and tools for collecting, analyzing, and acting upon data.

Instructional, operational, financial, and cultural decisions will be rooted and evidenced in data.⁵⁷ On the instructional side, for example, with the training of and under the guidance and oversight of the Head of School ("HOS") and members of the instructional leadership team as our school grows, all teachers will administer reliable assessments of student learning - from daily exit tickets to unit and interim assessments. Together they will then analyze results to assess the impact of previous instructional decisions and strategize next steps. On a daily and weekly basis, teachers will work with instructional coaches to respond to data from work samples and exit tickets to implement supports or scaffolds for

⁵¹ Yoon, K. S., et al. (2007). *Reviewing the evidence on how teacher professional development affects scholar achievement* (Issues & Answers Report, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

⁵² Bambrick-Santoyo, Paul. (2012). *Leverage Leadership: A Practical Guide to Building Exceptional Schools*. San Francisco, CA: Jossey-Bass.

⁵³ More information about collaborative planning can be found in **Section 2.5**.

⁵⁴ The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive." https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

⁵⁵ Bryk, A.S., and B. Schneider. (2002). *Trust in schools: A core resource for improvement*. New York: Russell Sage Foundation.

⁵⁶ Datnow, Amanda, et al. (2007). *Achieving with Data: How high-performing school systems use data to improve instruction for elementary scholars*. Los Angeles: University of Southern California.

⁵⁷ Details about data driven decision making in operational, financial, and cultural decisions are in **Section 2**, **Section 3**, and **1.10** respectively.

specific small groups or plan a reteach of a difficult lesson. Every 6-8 weeks, after interim and unit assessments, instructional teams will participate in full data days.⁵⁸ These days will allow teachers to analyze cohort, subgroup, and student trends and data points, and create plans for the next 6-8 weeks of instruction to address any gaps. Effective instruction must reflect the needs of scholars as shown in summative and formative assessments. Teaching without constant reflection and analysis, based on guesses or gut feeling, will often lead to misguided decisions and hinder academic progress. Teachers will know and use the levels and needs of their scholars to drive daily, weekly, monthly, and quarterly instructional decisions. Teachers will work with school-based instructional coaches to become skilled at analyzing formative assessments such as exit tickets, homework, or independent work to drive instruction.⁵⁹ Summative assessments such as Eureka Module assessments and STEP⁶⁰ will be used to backwards plan unit plans, then lesson plans and objectives. Daily coaching and weekly collaborative planning time will give teachers the opportunity and training to backwards plan, interpret data, and then use data to inform future instruction.⁶¹ Well-planned lessons, purposeful coaching, intentional professional development, and thoughtful collaboration between teachers will serve as key drivers ensuring every classroom is ready to support the needs of individual scholars while reaching ambitious academic goals as a full group.

Beacon College Prep will ensure lasting return on its investment in human capital by retaining high performing teachers. The New Teacher Project's research into "Greenhouse Schools" shows that schools with the strongest student outcomes also have the highest retention of quality teachers. The study demonstrates that retaining quality teachers requires three things: (1) a school committed to improving their instructional practices, (2) teachers who share a common vision, and (3) a clearly defined expectation for excellent teaching.⁶² As an organization we will prioritize time and resources in recruiting and developing excellent teachers, who are individually and collectively eager to improve practices, who align to our mission and vision, and who strive to meet an explicit definition and rubric for excellent teaching.⁶³

(c) Prescribed Purpose of Beacon College Prep

Beacon College Prep is designed to address the six purposes of a charter school in Tennessee as stated in T.C.A. § 49-13-102:

1. Improve learning for all students and close the achievement gap between high and low students;
2. Provide options for parents to meet educational needs of students;
3. Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance;
4. Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments;
5. Create new professional opportunities for teachers; and
6. Afford parents substantial meaningful opportunities to participate in their children's education.

⁵⁸ Beacon College Prep has allocated 10 full day professional development days including data days to our annual calendar. For information about our annual calendar, reference [Section 1.8](#).

⁵⁹ Beacon College Prep will ensure that classrooms are fully equipped with instructional technology, including projectors, document cameras, personal laptops for every staff member, and one Chromebooks for every three students. All budgetary details for Y1 through Y5 can be found in our [Budget](#) tab 8.

⁶⁰ More information about our assessment portfolio can be found in [Section 1.7](#).

⁶¹ More details about our teacher schedules can be found in [Section 1.8](#).

⁶² The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive."

https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

⁶³ A proposed Y1 teacher rubric can be found in [Section 1.3](#).

As stated in T.C.A. § 49-13-102(1) and (2), Beacon College Prep proposes a charter school that will directly support families who lack high quality options and will actively improve the learning for those scholars who have performed poorly and push further those scholars who have performed well. According to SY17-18 TNReady results, approximately 14.4% of Raleigh scholars in grades 3-8 are reading on grade level and 14.3% of scholars are proficient in grade level math.⁶⁴ The Regional Seats Analysis released by Shelby County Schools shows that no elementary schools received an “excellent” rating, while 73.1% of elementary scholars are in schools failing to reach a ‘good’ rating. The same document shows that there are 2,645 additional quality K-5 seats needed in Raleigh.⁶⁵ Our commitment to a rigorous literacy and math program, supported by small group instruction and tiered interventions, will allow us to meet the needs of all scholars and be part of the strategy Shelby County Schools can use to reach its Destination 2025 goals. Our focus on community and character development will allow us to understand our fellow community members and the needs of our scholars while simultaneously building the skills necessary to become active and participatory members of their community. As stated in **Section 1.2**, our proposed community currently lacks high quality elementary school options while simultaneously lacking elementary charter school options.⁶⁶

Beacon College Prep plans to address T.C.A. § 49-13-102(3) by designing innovative approaches to both literacy and mathematics instruction. Our academic program is designed to develop deep contextual understanding and background knowledge, allowing our scholars to become proficient in working with nonfiction texts, understanding historical and contextual background, and building high level vocabulary skills. Additionally, we have developed our K-2 academic program around a two-teacher model in every classroom allowing us to prioritize small group instruction, with most groups averaging between 5-10 scholars. Our grades 3-5 model will utilize departmentalized teachers trained as content experts, which is increasingly critical given the higher academic standards as embraced by the State of Tennessee. Literacy in grades 3-5 will also be taught in small groups, allowing us to capitalize on average group sizes of 5-10 scholars. Mathematics instruction across grades will also utilize Cognitively Guided Instruction (“CGI”) to build greater understanding of mathematical concepts and problem-solving. Lastly, we are innovative in our approach to community-building. We will first create strong partnerships leading to a deep understanding of the families we plan to educate; our staff will be trained in working with and teaching children with Adverse Childhood Experiences (“ACEs”), and we will actively develop social and leadership skills in our scholars through character education and our community impact curriculum.⁶⁷

In accordance with T.C.A. § 49-13-102(4), Beacon College Prep understands that in exchange for the autonomy to design our academic program we accept added accountability measures. In **Section 1.4** we have created ambitious goals to measure our success. Beacon College Prep also believes in rigorous formative and summative assessments used to gauge scholar progress towards our goals. For more information about our assessment portfolio, please see **Section 1.7**.

A core belief of Beacon College Prep is that excellent teaching drives excellent results. We align with the purpose of T.C.A. § 49-13-102(5) by providing numerous opportunities for teacher development. Our staff begins the year with 17 days of professional development before scholars enter the building. Once the school year has begun, we will offer 150 minutes of professional development each week during our abbreviated Wednesdays in addition to 10 full days of professional development spread strategically throughout the year. Our teachers will receive daily live coaching and weekly feedback from their coach

⁶⁴ SY17-18 achievement data is available on the TN Department of Education school report card site (<https://reportcard.tn.gov/>) and presented in more detail in Section 1.2.

⁶⁵ 2019 Regional Seats Analysis, <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁶⁶ As stated in more detail in **Section 1.2**, the Raleigh neighborhood is currently home to two SCS authorized elementary schools, STAR Academy and Grandville T Woods Academy. Due to its Priority status, Grandville T Woods will close at the end of the 2019 school year.

⁶⁷ More information about our Community Impact Curriculum can be found in **Section 1.3**.

allowing them to set, assess, and monitor progress towards professional goals. Additional details about our professional development plan can be found in [Section 1.5](#).

At the heart of Beacon College Prep's design is the value of family and community partnerships. We believe deeply in the power of strong and trusting home and school partnerships. We discuss this commitment and comprehensive approach to T.C.A. § 49-13-102(6) in detail within [Section 1.12](#). We will begin the year by engaging 100% of new Beacon College Prep families through Home Visits, establishing a strong foundation for trusting relationships. Throughout the year, we will grow these family partnerships through proactive and ongoing communication, such as bi-weekly progress reports, monthly Newsletters, and quarterly Parent-Teacher Conferences. We will strengthen our families through Beacon Family University, a series of educational workshops to develop families' confidence and skills as educators at home. At the same time, we will sustain our school with families' input and leadership through the Beacon Family Council and Beacon Breakfast, a monthly discussion with school leaders.

(d) Alignment to Authorizer Priorities

Shelby County Schools' Destination 2025 Report outlines 5 key priorities, all of which are aligned to the goals and priorities of Beacon College Prep.

Figure 1.1(a): Alignment to Authorizer Priorities

Shelby County Schools Priority	Beacon College Prep Alignment to Priority
Priority 1: Strengthen Early Literacy	<p>Our school design and curriculum pieces show a direct alignment with SCS Priority 1:</p> <ul style="list-style-type: none">● Two teachers in every literacy block K-5● Leveled libraries in every classroom● 40 minutes of small group (5-10 scholars) guided reading daily● 40 minutes of small group phonics daily (K-2)● 40 minutes of small group nonfiction reading daily based on Core Knowledge curriculum pieces (3-5)● 40 minutes of independent reading and blended learning time daily● 20 minutes of read aloud with above grade level texts (K-2)● 60 minutes of non-fiction shared and close reading from K-5 tied to writing● Close partnership with Nashville Classical Charter School for Core Knowledge lesson plans, instructional materials and implementation feedback⁶⁸ <p>Additionally, we are committed to providing targeted, data-driven instruction. Therefore, we have built in four STEP Assessment rounds (in addition to a beginning of year benchmark) followed by full day professional development sessions allowing in-depth data analysis and planning.⁶⁹</p>

⁶⁸ Letter of Support from Nashville Classical can be found in [Attachment E](#).

⁶⁹ Our annual calendar showing STEP rounds and full day professional development can be referenced in [Section 1.8](#).

Priority 2: Improve Post-Secondary Readiness	<p>Beacon College Prep agrees with SCS in believing in the correlation between elementary reading proficiency and high school graduation and ultimate college readiness. To this end, Beacon College Prep firmly believes it is the role of an elementary school to adequately prepare all scholars to read proficiently and provide a strong foundation for excellent middle school and eventual high school education.</p> <p>We will increase exposure to post-secondary options through college field trips, university-themed classrooms (name and decor), and “Class of [graduation year] monikers” for all cohorts.</p>
Priority 3: Develop Teachers, Leaders, and Central Office	<p>Excellent scholar results begin with excellent teaching. We will provide:</p> <ul style="list-style-type: none"> ● 17 days of summer PD before the year begins. During this time, we will introduce teachers to foundational systems and routines such as arrival, dismissal, and transitions as well as core instructional strategies such as skills in proactive behavior management and intellectual preparation of lessons. ● 10 full PD and Data Days throughout the year. Full day professional developments will be used to deeply analyze scholar assessment data and thoughtfully implement findings into re-teach plans, small group interventions, and to assess effectiveness of interventions. ● 150 minutes of weekly PD each Wednesday. This time will be used to address on-going school-wide trends such as using questioning to increase scholar voice in class, or ensuring 100% engagement through thoughtful classroom circulation. This time will also be used for collaborative planning time for teachers, where they will align instructional strategies across classes and grades, and share materials and resources. ● Ongoing development through regular coaching. Each week teachers will receive live coaching by the HOS or the Dean of Curriculum beginning in Y2. This in-the-moment feedback will allow teachers to immediately implement quick hits. Additionally, coaching conversations will allow 1:1 time between teacher and coach to discuss progress, next steps, and scholar data.
Priority 4: Expand High-Quality School Options	<p>Beacon College Prep is proposing in the 38128 zip code which currently lacks access to high quality elementary school options:</p> <ul style="list-style-type: none"> ● 14.4% of scholars in grades 3-8 are proficient in reading. ● 14.3% of scholars in grade 3-8 are proficient in math. ● 0 elementary schools earning “Excellent” SPS rating

	<ul style="list-style-type: none"> ● 1 SCS-authorized elementary school in the zip code (STAR Academy) ● 2 ASD-authorized charter schools with average achievement rates of 12.6% for reading and 13.2% in math.⁷⁰ ● 1 SCS-authorized K-8 charter school slated to close at the end of 2019 because of priority status (Granville T. Woods Academy of Innovation) ● 1 SCS-authorized elementary charter school closed at the end of 2017 (Legacy Leadership Academy) ● 2,645 K-5 seats needed at schools with a 3.00+ SPS score⁷¹ <p>Section 1.2 expands on the need for quality elementary school options in the 38128 zip code, as well as our anticipated demographics and plans to address that need.</p>
Priority 5: Mobilize Family and Community Partners	<p>Core Belief 4 and Section 1.12 explain our commitment to growing, fostering, and maintaining a strong community inside the walls of our schools and outside. Families will be an integral part of achieving our mission and seeing academic success in our scholars. We also plan to continue to build new and build on strong relationships with community partners such as:</p> <ul style="list-style-type: none"> ● Communities in Schools ● Raleigh CDC ● Raleigh Library ● LeBonheur Health ● Agape North ● Memphis Rise Academy

(e) Achieving Our Mission

When successfully achieving our mission, academic results will show that Beacon College Prep is one of the top 5% of schools in the state as measured by annual academic performance on state assessments. After year four of operation, SY 23-24, all third grade scholars will be reading on grade level, and after six years, SY 25-26, all fifth graders will be prepared to enter one of Memphis's high performing middle schools such as Memphis Rise, Freedom Prep, the Collegiate School of Memphis, and Memphis University School, or will be part of the growing number of prepared students entering local schools such as Craigmont Middle and thus positioning more of our middle schools to be able to grow on the success of elementary school. As part of our larger set of solutions, together we will be putting all students on track to attend a rigorous local high school and eventually matriculate to and through college.

We plan to fastidiously monitor our progress towards these goals and are committed to the success of all K-5 scholars regardless of race, ethnicity, disability, home language, or socio-economic status. Our longitudinal, comparative, and absolute goals described in **Section 1.4** demonstrate this commitment and will assist the instructional leadership team in monitoring, analyzing, and planning

⁷⁰ SY17-18 achievement data is available on the TN Department of Education school report card site (<https://reportcard.tn12.gov/>) and presented in more detail in Section 1.2.

⁷¹ 2019 SCS Regional Seats Analysis, February 8, 2019, <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

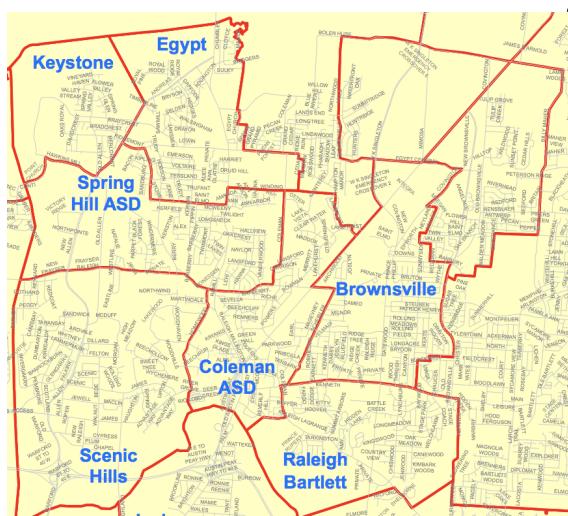
towards our desired outcomes and ensure the Board of Directors has the metrics it needs to annually evaluate the performance of the Head of School and the success of our school. By the end of year one we will expect that at least 70% of kindergarten and first grade scholars will be reading on grade level. We expect that in year two, as scholars progress with us for consecutive years those rates will increase to 80% and up to 90% by year three when we have our founding third graders and first cohort of TN Ready tested scholars. Beacon College Prep is committed to the growth of all scholar, and we are committed to filling any available seat. To that end, we will consistently be striving for at least three levels of reading growth for all scholars in all years while in our school. This means, that by fifth grade, our scholars will be academically prepared to succeed and lead in any middle school in the city.

In addition to academic proficiency, Beacon College Prep success requires that scholars acquire the socio-emotional skills and community engagement skills, such as persistence, self-confidence, collaboration and problem-solving necessary to be active and engaged members of their community. By matriculation, every fifth grade scholar will have participated in classes dedicated to building and teaching character and social skills, while also developing skills in community analysis and project planning leading them to complete the Beacon Capstone Project.⁷² Equipped with the academic and social tools necessary to be agents of positive change, Beacon College Prep scholars will embark confidently on their path to college.

1.2 Enrollment Summary

(a) Community and Demographics

In accordance with Tennessee charter law, Beacon College Prep will accept any new student living within Shelby County School District, so long as we have the capacity as prescribed in Tenn. Code Ann. § 49-13-113. We propose to provide a high-quality option for students and families in the Raleigh neighborhood,



specifically the 38128 zip code. Raleigh is approximately defined by the area bordered by Interstate 40 to the south, the north-south Illinois Central Railroad tracks to the east, Memphis City limits to the north, and the Town of Bartlett to the West. Students living here are currently zoned to schools as identified below.

Student Demographics

The 2017 American Community Survey shows that 45.8% of children in 38128 live in poverty, with 34% of children in Shelby County and 24% across Tennessee. Here, 83% of adults have earned a high school degree or greater, compared to 88% in Shelby County and 87% statewide; 80% of Raleigh residents identify as African American, with 54% in Shelby County and 18% in Tennessee.⁷³

On average, 70% of students in Raleigh's thirteen PK-12 public schools qualify as economically disadvantaged, with 57% across Shelby County Schools and 36% across Tennessee. Economically disadvantaged rates range from a low of 55.7% at Memphis RISE Academy to a high of 80.5% at Scenic Hills Elementary. On average, 12% of Raleigh's public school students have disabilities; this ranges from a low of 4.1% at STAR Academy to a high of 17.3% at Keystone Elementary. **Figure 1.2(a)** outlines racial

⁷² More information about the Beacon College Prep service learning curriculum can be found in **Section 1.3**.

⁷³ https://factfinder.census.gov/faces/nav/jsf/pages/community_facts.xhtml?src=bkmk.

and ethnic groups, special needs populations, including economically disadvantaged, English Language Learner, and special education designations, as well as grade configurations and total K-12 enrollment.

Figure 1.2(a): Elementary and Middle School Demographics⁷⁴

School	Ethnicity	Special Needs	Enrollment
Aspire Coleman	94.9% Black 3.2% Hispanic 1.4% White	70.4% Econ Dis 1.8% ELLs 13.2% Students with Disabilities (SwDs)	568 PK-7
Brownsville Road Optional School	84.7% Black 8.5% Hispanic 5.9% White	58.9% Econ Dis 2.7% ELLs 9% SwDs	555 K-5
Egypt Elementary	65.2% Black 32.3% Hispanic 2.1% White	74.2% Econ Dis 17.4% ELLs 6% SwDs	535 PK-5
Granville T. Woods Academy of Innovation*	91.9% Black 7.1% Hispanic 1.1% White	66% Econ Dis 3.8% ELLs 6.4% SwDs	468 K-8
Keystone Elementary	94.8% Black 2.3% Hispanic 2.5% White	77.3% Econ Dis 1% ELLs 17.3% SwDs	480 PK-5
Raleigh-Bartlett Meadows Elementary	86.4% Black 8.5% Hispanic 4% White	67.9% Econ Dis 4.5% ELLs 11.8% SwDs	448 PK-5
Scenic Hills Elementary	95.8% Black 2.2% Hispanic 1.9% White	80.5% Econ Dis 0.6% ELLs 13.4% SwDs	313 PK-5
STAR Academy	96.7% Black 2.4% Hispanic	67.9% Econ Dis 1.6% ELLs 4.1% SwDs	246 K-5
Craigmont Middle	85.6% Black 9.9% Hispanic 3.4% White	66.8% Econ Dis 2.9% ELLs 14.6% SwDs	555 6-8
Legacy Leadership Academy*	91.9% Black 8.1% Hispanic	70.3% Econ Dis 16.2% SwDs	37 6-8
Memphis Academy of Health Sciences Middle	98.6% Black 0.7% Hispanic 0.7% White	68.2% Econ Dis 0.7% ELLs 10% SwDs	280 6-8
Memphis RISE Academy	41.8% Black 50.5% Hispanic 6.4% White	55.7% Econ Dis 17.1% ELLs 15.5% SwDs	438 6-12
Promise Academy - Spring Hill	94.6% Black 3.3% Hispanic 1.2% White	77.1% Econ Dis 2.1% ELLs 5.4% SwDs	336 PK-4

⁷⁴ <https://www.tn.gov/education/data/report-card.html>.

Raleigh Egypt Middle/High	84.3% Black 13.9% Hispanic 1.7% White	73.8% Econ Dis 2.9% ELLs 17.3% SwDs	1020 6-12
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*Legacy Leadership Academy closed at end of SY17-18; Granville T. Woods Academy of Innovation may close at end of SY18-19.

(b) Rationale for Proposed Community

Beacon College Prep proposes the Raleigh neighborhood based on three considerations: (1) proximity to a high need area, (2) lack of quality elementary school options, and (3) lack of school choice for families.

As stated above, 45.8% of children in Raleigh live in poverty and 70% of students attending Raleigh's PK-12 public schools qualified as economically disadvantaged in SY17-18; 29% of Raleigh residents live in poverty⁷⁵ making it one of the 10 poorest neighborhoods in the city. Although neighborhood elementary schools have the capacity to serve approximately 200 more students than currently enrolled, the available seats do not offer a high-quality educational experience for students. In SY16-17, approximately 64% of Raleigh elementary school students attended schools failing to reach a "Good" rating.⁷⁶ SY17-18 data shows that the quality of Raleigh elementary schools is worsening with time, with an overwhelming 73.1% of Raleigh elementary school students attending a subpar, "Fair" quality school in SY17-18 and zero Raleigh elementary schools achieving an "excellent" rating.⁷⁷ As evidenced in **Figures 1.2(b) and 1.2(c)**, more than 85% of students attending Raleigh schools in grades three through eight were not proficient on reading and mathematics standards in SY17-18, exceeding the city-wide average of roughly 80%.⁷⁸ As outlined in T.C.A. § 49-13-102, charter schools exist in part to improve learning for all students, close the achievement gap between high and low students, and provide options for parents to meet educational needs of students in high priority schools. At the start of SY18-19, Raleigh's elementary school families had four charter options; two are managed by the Achievement School District and one, Granville T. Woods Academy of Innovation, may close at the end of the year, increasing the need for K-8 seats by more than 416 according to SY18-19 enrollment data.⁷⁹ Shelby County Schools' most recent Regional Seats Analysis shows that the North region, including Raleigh and neighboring Frayser, needs an additional 2,645 high quality K-5 seats.⁸⁰ Coupled with the current achievement rate of the neighborhood's elementary schools, this shows the need for another option for Raleigh's families. Beacon College Prep proposes to offer an additional, high-quality K-5 option to the families of Raleigh.⁸¹

(c) Academic Performance of Local Schools

Academic achievement for Raleigh students trails behind that of students across the county and state. In English Language Arts, 12.8% of students in grades three through eight in Raleigh's public schools scored Proficient or Advanced on the TN Ready in 2018-19, compared to 20.4% across Shelby County Schools ("SCS") and 32.8% across Tennessee; 14.4% of students in grades three through eight in Raleigh's public schools scored Proficient or Advanced in Math in 2018-19, compared to 19.6% across SCS and 33% across Tennessee. Within all Raleigh schools, ELA Proficient/Advanced rates ranged from 6.3% at Granville T. Woods Academy of Innovation to 24.3% at STAR Academy. In Mathematics, results ranged from 6.3% Proficient/Advanced at Granville T. Woods Academy of Innovation to 39% at BES school Memphis RISE.

⁷⁵ <https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>.

⁷⁶ <http://www.scsk12.org/charter/files/2018/2018%20Shelby%20County%20Schools%20Supplemental%20Information%20for%20Charter%20Applicants.pdf?PID=1356>.

⁷⁷ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁷⁸ <https://reportcard.tnk12.gov/districts/792/page/DistrictAchievement>.

⁷⁹ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁸⁰ [2019 Regional Seats Analysis](http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf), <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁸¹ Beacon College Prep will be a community focused school that has the benefit of starting small and growing one grade level at a time. Our partnership with Communities in Schools, shown in **Attachment E**, combined with our community impact focus and rigorous academic curriculum will provide our scholars a unique K-5 experience.

Raleigh's 11 SCS district-managed and charter-authorized schools earned an average overall rating of 2.94 or "Fair" on the county's 2018 School Performance Scorecard.⁸² Of the neighborhood's seven SCS elementary schools, all but two scored below the "Good" range. Of all SCS-managed or authorized schools in Raleigh, Memphis RISE Academy scored highest, earning a 4.48 or "Excellent" overall, drawing from a 22.7% Proficient/Advanced rate in ELA and 39% in Math. Craigmont Middle scored lowest, earning 2.20 or "Fair" overall, with 9.9% of students scoring Proficient/Advanced in ELA and 7.8% in Mathematics.⁸³

Figure 1.2(b): Elementary School SCS Scores and Proficiency Rates⁸⁴

School	SCS Overall Score	ELA	Math	Science	Social Studies
Aspire Coleman	NA (ASD)	12.2%	10.7%	21.8%	5.5%
Brownsville Road Optional School	2.73	17.3%	19.6%	30.0%	5.7%
Egypt Elementary	3.28	23.0%	18.2%	58.9%	30.4%
Granville T. Woods Academy of Innovation ⁸⁵	2.45	6.3%	6.3%	31.5%	NA*
Keystone Elementary	2.83	18.8%	22.4%	35.6%	17.3%
Promise Academy - Spring Hill	NA (ASD)	13%	15.7%	NA*	10.4%
Raleigh-Bartlett Meadows Elementary	2.78	17.6%	14.5%	30.3%	7.6%
Scenic Hills Elementary	2.29	11.5%	19.7%	11.7%	NA*
STAR Academy	3.51	24.3%	31.8%	10.8%	19.6%

*Data unavailable due to rate > 95% or <5%.

Figure 1.2(c): Middle School SCS Scores and Proficiency Rates⁸⁶

School	SCS Overall Score	ELA	Math	Science	Social Studies
Aspire Coleman	NA (ASD)	12.2%	10.7%	21.8%	5.5%
Craigmont Middle	2.2	9.9%	7.8%	23.6%	11.4%
Granville T. Woods Academy of Innovation	2.45	6.3%	6.3%	31.5%	NA*
Legacy Leadership Academy	NA (Closed)	21.6%	8.1%	16.2%	13.5%

⁸² This figure excludes Legacy Leadership Academy, which closed in June 2018 and did not receive a School Performance Scorecard.

⁸³ <https://www.tn.gov/education/data/report-card.html>.

⁸⁴ <http://www.scsk12.org/schools/?LP=schools#/profile/16/17>.

⁸⁵ Granville T. Woods Academy of Innovation will be closing at the end of SY18-19.

⁸⁶ <http://www.scsk12.org/schools/?LP=schools#/profile/16/17>.

Memphis Academy of Health Sciences Middle	3.04	7.6%	8.7%	43%	7.9%
Memphis RISE Academy	4.48	22.7%	39%	75.5%	39.6%
Raleigh Egypt Middle/High	2.72	9.3%	NA*	27.1%	11.5%

*Data unavailable due to rate > 95% or <5%.

(d) Target Population

As a public charter school, Beacon College Prep will serve all learners regardless of race, socioeconomic status, previous achievement, learning disability, English proficiency, or zip code. We exist to provide our scholars with the skills and knowledge necessary for success in middle school, and to put them on the path to high school and college graduation. We have selected to propose in the community of Raleigh to educate scholars who currently lack access to high-quality elementary school options in their neighborhood. This need is evidenced by persistently low achievement in local elementary schools.

We have designed our academic plan with the intention of serving a predominantly low income, majority black student population that reflects the current demographics in our proposed community as seen in **Section 1.2(a)**. We provide structural, curricular, and cultural elements that will enable us to close the gaps between high performing and low performing scholars. In addition to our curricular decisions and models⁸⁷ to meet the needs of our scholars, we plan to provide the following:

- Two free uniform shirts and one free branded sweater for all scholars, upon enrollment.⁸⁸
- School supplies for all scholars, in all classrooms. Including backpacks, folders, writing supplies, and instructional tools such as rulers.⁸⁹
- 3:1 student to computer ratio in every class.⁹⁰
- Daily small group (5-10 scholars) math and reading instruction for all.
- Diversity of opportunities for families to engage with the school with at least 22 events throughout the year.⁹¹
- Acquisition to college themes and ideas (school decor, “Class of [year] moniker, annual college field trips for all scholars).⁹²
- Service learning projects coupled with character development.
- Two teachers in every K-2 classroom and departmentalized teaching in 3-5, allowing for content expertise in our testing grades.⁹³

(e) Effectiveness of Beacon College Prep

Slow Growth Model: Beacon College Prep proposes a slow growth, kindergarten through fifth grade charter school beginning with two grades and adding one grade in each subsequent year until we are fully grown, kindergarten to fifth grade.⁹⁴ As Stanford University’s Center for Research on Education Outcomes

⁸⁷ Please see **Section 1.3** for additional details about our Academic Plan.

⁸⁸ Please see **Budget Tab 3**, Line 151 and **Tab 8**, line 151 for monies allocated for student uniforms.

⁸⁹ Please see **Budget Tab 3**, Line 142 and **Tab 8**, line 142 for monies allocated for student supplies.

⁹⁰ Please see **Budget Tab 8**, Line 144 for monies allocated for student laptops.

⁹¹ More information about our family engagement opportunities can be found in **Section 1.12**.

⁹² More information about our scholar culture and engagement plan and strategies can be found in **Section 1.10**.

⁹³ Our curriculum plan as well as staffing and personnel plan can be found in **Sections 1.3** and **2.4** respectively.

⁹⁴ We will continue monitoring pre-K funding expansion and may consider partnering with a pre-K provider, such as Porter Leath, in the future.

found, slow growth schools achieve higher academic outcomes in the long-term than schools that open at full scale, likely due to founding cohorts' power as role models for school culture.⁹⁵

Implementation of Small Group Instruction: Small group instruction (5-10 scholars), facilitated by the two-teacher model, is the cornerstone of our academic program. All kindergarten through second grade classes will have two teachers at all times. As scholars matriculate to grade 3, they will continue to receive small group literacy instruction daily.⁹⁶ Literacy rotations will provide our scholars with up to 200 minutes of blended learning time weekly. As the Brookings Institute explains, small group instruction provides "more tailored, individualized instruction, which may help to motivate as well as instruct students,"⁹⁷ leading to more rapid learning gains than traditional whole group instruction. Beacon College Prep's K-2 scholars will participate in 840 minutes of targeted, individualized instruction each week, and scholars in 3-5 in 920 minutes weekly.

Balanced Literacy: With 240 minutes in grades K-2 daily and 220 minutes in grades 3-5 daily, our literacy program engages scholars in meaningful, rigorous literacy instruction, provided through multiple modalities, that builds skills and knowledge in phonics, fluency, verbal and written comprehension, knowledge and context building, and vocabulary development. Small group instruction, shared reading, read aloud, and Core Knowledge will be integral in providing a comprehensive, balanced literacy program.

Knowledge Based Schooling through Core Knowledge: Beacon College Prep agrees with Dr. ED Hirsch in believing that "[t]he achievement gap is chiefly a knowledge gap and a language gap. . . [and] can be greatly ameliorated by knowledge-based schooling."⁹⁸ Our curriculum will leverage pieces of the Core Knowledge curriculum tools to build background knowledge and a robust vocabulary in our K-5 scholars through access to engaging nonfiction content. In grades K-2, Core Knowledge will inform our Shared Reading and Writing blocks, while in grades 3-5, our literacy rotations will include a nonfiction block consisting of Core Knowledge-based content.⁹⁹

More Learning Time: Studies by researchers at Harvard and Stanford Universities and the American Institutes of Research have found a strong correlation between extended learning time and higher academic achievement in urban public schools: "[I]nstructional time of at least 300 more hours than the conventional district calendar is one of the strongest predictors of higher achievement."¹⁰⁰ Beacon College Prep will offer an extended school day, from 7:30am to 4:00pm, and school year of 187 days, totaling 145 more annual instructional hours than the traditional school system.

Dedicated to Development: We believe that teachers are the greatest instructional asset to our school. We will recruit talented instructors committed to the mission of the school and to their own professional growth and development. Through a combination of a 17 day summer training institute, 150 minute weekly training sessions, at least 40 minutes of collaborative planning weekly, ongoing observation and coaching, and 10 full PD days, Beacon College Prep teachers will engage in more than 336 hours of

⁹⁵ Peltason, Emily, and Margaret Raymond. "Charter School Growth and Replication." *Center for Research on Education Outcomes Volume I*. January 30, 2013. <https://credo.stanford.edu/pdfs/CGAR%20Growth%20Volume%20I.pdf>.

⁹⁶ In departmentalized 3-5 classrooms, scholars will receive targeted instruction from a dedicated ELA teacher, and nonfiction focused instruction from a dedicated social studies/science teacher using Core Knowledge.

⁹⁷ Jacob, Robin, and Brian Jacob. "New Evidence on the Benefits of Small Group Math Instruction for Young Children." Brookings Institute. *Evidence Speaks Reports*, Vol 2, #55 June 7, 2018. <https://www.brookings.edu/wp-content/uploads/2018/06/Report1.pdf>.

⁹⁸ Hirsch, E. D. *Why Knowledge Matters*. Cambridge, MA: Harvard Education Press, 2016.

⁹⁹ Please see **Section 1.3** for more information regarding our use of Core Knowledge and how the practices of Nashville Classical will inform our implementation. **Attachment E** will show a Letter of Support from Nashville Classical.

¹⁰⁰ Farbman, David A. "The Case for Improving and Expanding Time in School: A Review of Key Research and Practice." National Center on Time and Learning. February 2015.

professional development annually. Increased professional development is shown to directly predict higher rates of student achievement¹⁰¹ and leads to higher retention of high-quality teachers.¹⁰²

Community Building: Beacon College Prep puts community at the forefront of our design. We intend to build an inclusive community with our families through relationship-building Home Visits, proactive communication, Beacon Breakfasts, Family University Nights, the Beacon Family Counsel, and parent-teacher conferences.¹⁰³ We plan to create meaningful relationships with external partners such as Communities in Schools and LeBonheur Health to provide scholars and families with the supports and resources necessary to be successful.¹⁰⁴ Founded upon our BRIGHT values, and sustained through daily Morning Meetings, weekly Community Meetings, and a positive, values-based culture, our steadfast commitment and strategic set of plans to build strong partnerships with families while fostering our in-school community will lead to a uniquely inclusive, supportive, and joyful school for families in Raleigh.

(f) Existing Operators

Not applicable.

(g) Enrollment Summary and Anticipated Demographic Charts

Figure 1.2(d): Beacon College Prep Annual Enrollment Summary

Enrollment Numbers						
	Year 0 2019	Year 1 2020	Year 2 2021	Year 3 2022	Year 4 2023	At Capacity 2024
K	Planning Year	54	54	54	54	54
1		54	54	54	54	54
2			54	54	54	54
3				54	54	54
4					54	54
5						54
TOTAL		108	162	216	270	324

Figure 1.2(e): Beacon College Prep Anticipated Demographics

Race	Percentage	Identified Category	Percentage
Black	91%	Economically Disadvantaged	70%
Hispanic	7%	Students with Disabilities	11%
White	1%	English Language Learners	5%
Other	1%		

1.3 Academic Focus and Plan

¹⁰¹ Yoon, K. S., et al. (2007). "Reviewing the evidence on how teacher professional development affects scholar achievement." (*Issues & Answers Report*, REL 2007-No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from <http://ies.ed.gov/ncee/edlabs>.

¹⁰² The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive." https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

¹⁰³ Please see **Section 1.12** for details about our family engagement strategy.

¹⁰⁴ For a Letter of Support from Communities in Schools, reference **Attachment E**. We have built a relationship with Lebonheur Health and will continue to formalize this partnership if authorized.

(a) Academic Focus

Like the State of Tennessee, Beacon College Prep believes deeply in the Ready Student Model. Aligned to this model, we seek to create a school that is first defined by its strong, positive culture and high expectations environment - one where “all adults model the belief that all students can succeed in their chosen path in life. Students’ learning environment is grounded in rigorous curriculum and high expectations for behavior and academic and career success and fosters the development of productive lifelong traits and habits, including setting and monitoring personal goals.”¹⁰⁵

The 2018 Destination 2025 Annual Report states that “the District will need to make … aggressive gains in future years to realize this goal (of 90% scholars reading proficiently).”¹⁰⁶ Beacon College Prep seeks to partner with Shelby County Schools (“SCS”) to close the achievement gap between high-achieving and low-achieving scholars and to dramatically and measurably improve learning outcomes for all scholars. To achieve these goals, we propose (1) a rigorous, college preparatory curriculum that prioritizes literacy and mathematics proficiency and we propose to do that through (2) background knowledge and language acquisition, (3) critical thinking and problem-solving development, and (4) real-world application.

Literacy provides the foundation to understanding in all subjects and “[s]trengthening early literacy is a major catalyst for student success in all subsequent areas of academic performance.”¹⁰⁷ Therefore, we devote considerable time, staff, and financial resources to ensure our scholars have the foundational literacy skills necessary to transition from learning to read to reading to learn. We do this by providing small-group, intensive phonics and guided reading lessons in all K-2 classes while building important depth of vocabulary¹⁰⁸ and background knowledge in social studies and science. We build upon this in the upper elementary grades (3-5), devoting one 40-minute literacy rotation to nonfiction texts exclusively.

Our focus on literacy and knowledge acquisition will allow K-5 scholars access to and success with difficult, TAS-aligned math concepts that rely on literacy skills along with math skills, while our curricular choices will push scholars to apply their thinking in various contexts. In alignment with our mission, each grade will incorporate service learning, growing scholars’ ability to analyze the world around them, work productively with peers, and develop the skills to become positive agents of change in their community.

(b) Curriculum Development, Materials, and Instructional Models

Curriculum Development

Beacon College Prep will provide a curriculum in which “lessons are standards based, differentiated, and anchored in contextual problems and authentic complex texts to develop critical thinking and problem solving skills in addition to strong academic and technical content knowledge.”¹⁰⁹ Curricula are and will continue to be chosen and developed over time and across all years with those guiding principles in mind.

The Head of School will oversee the selection, adaptation, and creation of the Beacon College Prep curriculum using the Tennessee Academic Standards (“TAS”), Common Core State Standard (“CCSS”), and TNReady as our guides. All curricular maps and plans will be backwards mapped from the skills and standards scholars must master by grade’s end in each content area. Curricular choices will be assessed

¹⁰⁵ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹⁰⁶ Shelby County Schools, Destination 2025, 2018 Annual Report. <http://www.scsk12.org/2025/files/2019/Annual%20Report%202019-20.pdf>.

¹⁰⁷ Ibid.

¹⁰⁸ CCSS seek to develop Tier 2 and 3 vocabulary. Tier 2 words are high frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish, and verify. Tier 3 Words are words not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology, and mathematics terms are all examples of these words. Beacon College Prep values the development of Tier 2 and 3 words as they lead to a greater depth of knowledge when accessing complex texts.

¹⁰⁹ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

each year by the Head of School, joined by the Dean of Curriculum beginning in Year 2, using assessment data to gauge curricular effectiveness. Alignment to the TAS and CCSS, availability and cost, success with similar students and our school community, and fit to our academic model will all factor into our choices.

To ensure rigor and quality across grade levels and classrooms, the Head of School will provide all scope and sequence documents and all unit plans for the first year until a Dean of Curriculum is hired and developed for the 2021-2022 school year.¹¹⁰ Unit plans will be dependent on curriculum choices as noted in **Figure 1.3(b)** and backwards planned using end-of-year goals and standards. In the immediate future, teachers will be provided the foundation of a scripted lesson plan as well as baseline lesson materials. Teachers will be responsible for lesson internalization and scholar/classroom-based customization with the assistance of their coach.¹¹¹ Intellectual preparation and lesson delivery skills will be developed during summer professional development and throughout the year through targeted coaching and development.

Figure 1.3(a) outlines our unit and lesson internalization process.

Figure 1.3(a): Intellectual Preparation Timeline and Expectations

Task	Requirements	Timeline
Teachers analyze scope and sequence and aligned Common Core Standards.	Teachers review unit goals and associated scope and sequence. Teachers articulate what scholars need to understand to master goals. Teachers identify and explain CCSS aligned to goals and to individual lesson objectives. Teachers complete unit plan demonstrating this understanding.	2-3 weeks before start of next unit
Teachers internalize weekly lesson plans.	Teachers anticipate misconceptions and pre-plan questions to respond to misconceptions. Teachers create exemplar answer key for student work. Teachers plan turn and talks and other questions to facilitate student-centered discourse. Teachers create meaningful exit tickets to determine scholar mastery. All materials submitted to Head of School for review.	1 week prior to teaching lessons
Teachers participate in purposeful practice.	Teachers use lesson plans to practice key instructional moments and questioning. Occurs during grade-level meetings or one-on-one check-ins with Head of School	1-2 days prior to lesson delivery

¹¹⁰ Proposed Head of School has prior experience working with network curriculum developers as well as resources from high achieving charter schools from around the country. Brooke Charter School in Boston, Achievement First, and Success Academy in New York City provide high quality, open sourced curriculum materials which will help to inform Beacon College Prep's scopes and sequences and which the Head of School will access on behalf of Beacon College Prep and align all resources to TN requirements. Close partnership with Nashville Classical Charter School will provide additional resources, notably in Core Knowledge and Great Books curriculum. Letter of Support from Nashville Classical can be found in **Attachment E**.

¹¹¹ Beacon College Prep's lesson internalization and preparation framework will be based on those of successful charter schools such as the Uncommon Schools Network. These frameworks rely on a scripted, standards-based lesson plan as a foundation. Teachers then script class- and student-specific checks for understanding and identify common misconceptions. Lessons are practiced with coaches and peers.

Teachers collect and analyze student work.	Teachers administer daily exit ticket and analyze student understanding on daily and weekly basis. Exit ticket scores inputted into tracker and discussed at beginning of grade-level planning meetings. Teachers respond to data, adjusting upcoming lessons to meet student needs. Exit ticket tracker also referenced during one-on-one check-ins with Head of School.	Daily
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To evaluate instructional effectiveness, Beacon College Prep has designed a robust and comprehensive data collection process outlined in **Section 1.4**. Interim Assessments will be used on a 6-8 week timeline. Assessments will be based on the curricular choices made below and will use rigorous examples from high achieving charter schools such as Nashville Classical, Purpose Preparatory, and the Uncommon Schools Network. Starting in grade 2, we will use The Achievement Network (“ANET”) for interim assessments every 6-8 weeks, four times per year, which will be used by the Head of School to evaluate the impact of curricular choices and academic models described below. Curricular changes in years 1 and 2 will be made by the Head of School. In later years, changes will be made by the Dean(s) of Curriculum and Head of School.

Curricular Materials

Beacon College Prep plans to employ multiple curricular materials outlined below in order to provide our scholars with the robust and engaging college preparatory education described in our vision.

Figure 1.3(b): Curriculum Component Overview

	K	1	2	3	4	5
READING						
Phonics: Reading Mastery				Informational: Core Knowledge		
Guided Reading: Teacher Adapted from open sourced plans ¹¹²				Guided Reading: Teacher Adapted from open sourced plans ¹¹³		
Blended Learning: Lexia Core5				Blended Learning: Lexia Core5		
Read Aloud: HOS adapted from high performing charter schools such as Nashville Classical, Uncommon Schools, Brooke Schools, and Purpose Prep.				Great Books: HOS adapted from Nashville Classical Charter School.		
Shared Reading: HOS adapted from Success Academies				Close Reading: HOS created.		
WRITING						
Handwriting: Writing Without Tears				Writers Workshop: HOS created based on Lucy Calkins Writers Workshop aligned with Close Reading		
Writers Workshop: HOS created based on Lucy Calkins Writer’s Workshop aligned with Shared Reading						

¹¹² Networks such as Achievement First provide free, open curricular materials including guided reading plans aligned to Scholastic library books. We have included Scholastic libraries in all K-5 classes in all years of operation.

¹¹³ Networks such as Achievement First provide free, open curricular materials including guided reading plans aligned to Scholastic library books. We have included Scholastic libraries in all K-5 classes in all years of operation.

MATHEMATICS	
Calendar Math: Everyday Counts Procedural, Conceptual, and Application skills: Eureka Math Number Stories: HOS adapted using Cognitively Guided Instruction (CGI) Blended Learning: Zearn	Procedural, Conceptual, and Application skills: Eureka Math Number Stories: HOS adapted using Cognitively Guided Instruction (CGI) Blended Learning: Zearn
SCIENCE	
FOSS and Core Knowledge: Core Knowledge lessons adapted from Nashville Classical will be aligned to the score and sequence from FOSS Next Generation science kits. This combination will allow scholars to develop content and vocabulary knowledge as well as experiential learning from FOSS.	
SOCIAL STUDIES	
Core Knowledge: Core Knowledge curriculum elements will be embedded into Close Reading in K-2 and 3-5 Informational reading blocks. Lessons will be based on those created and shared by Nashville Classical Charter School.	

Curricular Component Descriptions

Literacy Components: In alignment with the State of Tennessee, we believe in developing a curricular model that allows scholars to, listen, speak, read, and write with the purpose of comprehending complex text, developing academic language, identifying and presenting evidence, and/or building knowledge while presenting text-based materials aligning to scholar interest and experience where possible. This means that we push for questioning, critical thinking, and discussion to be driven by scholars. Additionally, we believe that our curricular decisions and instructional techniques should support our scholars in developing necessary comprehension, vocabulary, and stamina to access complex texts.¹¹⁴ Thus we have included read aloud, guided reading, and independent reading as daily portions of our balanced literacy model. **Figure 1.3(c)** provides a comprehensive view of our literacy components.

Figure 1.3(c): Description of Literacy Components

Literacy Components ¹¹⁵		
Component	Grades	Description/Rationale
Read Aloud	K-2	We build scholars' critical thinking skills and passion for reading by reading aloud rich, engaging books to scholars. Stories selected will be on grade level and selected for writing quality and text complexity. Texts will have strong resonance of ideas, themes, and arguments. Teachers will guide scholars to unpack text meaning, think analytically about authors' choices, and discuss and debate ideas with partners and the class. Our goal is for scholars to apply these same habits of mind to understand the books (fiction and non-fiction) they read independently.
Great Books	3-5	Great Books will allow our scholars to access classic texts such as <i>Peter Pan</i> , <i>Charlotte's Web</i> , and <i>Where the Red Fern Grows</i> . Scholars will analyze main ideas, discuss themes, and develop contextual vocabulary skills while participating in balance of read aloud and independent reading. Lessons will provide scholars with opportunity to write about their reading while improving comprehension, critical thinking, writing, and overall enjoyment of literature.

¹¹⁴ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹¹⁵ Literacy Components have been developed based on research and practice based best practices as seen in *Great Habits Great Readers, A Practical Guide for K-4 Reading in Light of Common Core* by Paul Bambrick-Santoyo, Aja Settles, and Juliana Worrell (2013).

Guided Reading	K-5	A teacher will work with a small group of scholars reading at the same level, choose a book just a bit too hard for them to read independently, and support them so that they can successfully navigate the text. During Guided Reading, the teacher will set ambitious goals for scholars so that they can grow as readers. Through close study, coaching, and discussion in small group, scholars will master challenging content and gain tools to independently tackle books at this level.
Phonics	K-2	Successful reading requires a foundation of excellent decoding skills — the ability to sound out unfamiliar words and connect them to spoken language. In kindergarten through second grade, scholars will learn these crucial skills through a research-based phonics program, Reading Mastery. Daily fast-paced and engaging small group instruction, will allow our scholars to build phonemic awareness and decoding skills, strengthening oral language while increasing reading fluency and comprehension. Direct instruction will be followed by a period of application and practice, during which scholars will read and discuss decodable books aligned with skills covered that day and in prior lessons. Kindergarten through second grade scholars will quickly master the foundational reading skills they need to read independently.
Close Reading	3-5	Close Reading incorporates shorter texts, above scholars' reading level, that they read and re-read multiple times, learning deeper understanding each time. Lessons will be scholar-driven, with majority of the think ratio placed on scholars.
Core Knowledge	K-5	We believe that students need a base of knowledge, often referred as "core knowledge," to learn and explore topics important to understanding the world around us. For example, if you do not know anything about the history of kings and queens in Europe — which our scholars explore in first grade — it is impossible to understand the American Revolution and why our government is structured as it is. Deficits in core knowledge impede reading comprehension and the acquisition of further knowledge. These deficits are present primarily in scholars in low-income communities. Core Knowledge units allow us to address this gap, and set our scholars up for success. ¹¹⁶
Writers Workshop	K-5	Based on Lucy Calkins' Writers Workshop, our writing curriculum develops scholars' passion and interest in writing and the writing process. Scholars will learn to be clear and concise while engaging in multiple genres of writing, such as narratives, biographies, letters, book reflections, and more. Scholars will connect their reading to stories and concepts in throughout the day.

Math Components: Curriculum is based upon the belief that effective math instruction includes three key components: (1) teaching for conceptual understanding, (2) developing procedural literacy, and (3) promoting strategic competence through meaningful problem-solving investigations in grades K-2¹¹⁷ with the goal of mathematical vocabulary acquisition, conceptual understanding of mathematical modeling, procedural fluency, and ability to use and comprehend multiple problem solving strategies in grades 3-5.¹¹⁸ Program components allow us to effectively target all three components with our scholars.

¹¹⁶ Support from Nashville Classical Charter School will provide curricular resources including the Core Knowledge and Great Books scopes and sequences, unit plans, and lesson materials. Letter of Support from Nashville Classical can be found in [Attachment E](#).

¹¹⁷ Shellard, Elizabeth, and Patricia Seray Moyer. *What Principals Need To Know About Teaching Math*. National Association Of Elementary School Principals, 2002.

¹¹⁸ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

Figure 1.3(d): Description of Math Components

Math Components		
Component	Grades	Description
Calendar Math	K-1	Scholars will build pattern recognition, number recognition and fluency, place value, and other skills in fast-paced, engaging whole group lessons.
Number Stories (CGI)	K-5	During Number Stories, scholars will develop problem-solving skills by independently working to solve unfamiliar, contextualized problems through Cognitively Guided Instruction ("CGI"). Rather than showing scholars how to solve these problems and directing them to copy a particular approach, teachers will challenge scholars to come up with their own strategies so that they become increasingly flexible mathematical thinkers. Selected scholars will share their strategies for whole class discourse.
Fluency	K-5	Fluency ensures scholars can quickly, accurately, and flexibly solve mental math facts. Scholars will begin in grade 1 with addition and subtraction facts. Beginning in grade 3, scholars will expand to multiplication and division. By progressively solving groups of math facts, scholars will move beyond memorization to see relationships between facts which supports fluency.
Eureka Math	K-5	Aligned with the CCSS and TAS, Eureka Math will provide scholars opportunity to develop critical thinking skills in math through targeted questioning, written response, peer discussion, and post lesson discourse. ¹¹⁹ Scholars will build a conceptual understanding of mathematical concepts.

Science and Social Studies Components: Our approach to science and social studies will be to embed rich, content-specific, grade level texts into each lesson. We believe that this will provide our scholars with critical foundational understanding of topics in both subjects. We will supplement these texts in science with the Full Option Science System ("FOSS") to provide experiential elements to our lessons.

Figure 1.3(e): Description of Science and Social Studies Components

Science Component		
Component	Grades	Description
Core Knowledge	K-5	Core Knowledge texts will be critical in providing background knowledge and key vocabulary in science curriculum. We will align Core Knowledge texts to the scope and sequence to the experiential aspect of the FOSS science curriculum.
FOSS	K-5	internally created and adapted curriculum by our Head of School and K-8 Full Option Science System ("FOSS") curriculum and tool kits to provide scholars with laboratory experiences from kindergarten. Integrated into our science program are high-quality content-specific informational texts and writing assignments to reinforce and support both our literacy program and our deeper learning approach to mathematics instruction.
Social Studies Component		
Component	Grades	Description
Core Knowledge	K-5	We plan to embed our social studies curriculum into our Close Reading and Literacy blocks throughout the day. More information about our Core Knowledge program can be found in the Literacy Components sections above.

Instructional Models

¹¹⁹ https://greatminds.org/download_pages/tennessee-standards-alignment-study?opened_product_id=873.

To meet the diverse needs of our scholars, Beacon College Prep will employ six instructional models proven to positively impact the achievement of low-income scholars. We will draw heavily from models and strategies outlined in *Teach Like a Champion 2.0*¹²⁰, *Great Habits, Great Readers*¹²¹, *Driven by Data*¹²², and *Teaching as Leadership*.¹²³ Based on best practices from high-performing schools significantly shrinking the achievement gap across the country and here in Tennessee,¹²⁴ and to ensure differentiated instruction for all learners, the following are key components of our instructional design: two-teacher model¹²⁵, small group instruction, extended time, and deeper learning instruction.¹²⁶

Two Teacher Model (K-2): To provide scholars with supports and reduced teacher student ratio we will use a two-teacher model across all grades in different capacities. This model will allow a scholar to teacher ratio of between 5:1 to 10:1 depending on group and subject and has proven effective in TN Reward Schools such as BES school Purpose Prep.¹²⁷ Our K-2 classrooms will be staffed by two teachers for the full school day. In addition to the decreased scholar-teacher ratios, the two-teacher model will make 180 daily minutes of small group instruction possible. An overview of the K-2 Two Teacher Model is seen below.

Figure 1.3(f): Lead Teacher and Co-Teacher Responsibilities Within Two Teacher Model

Teacher	Instructional Duties
Lead Teacher	<ul style="list-style-type: none"> ● Read Aloud ● Guided Reading Small Group ● Writing Workshop ● Number Stories ● Concept Development Small Group and Application Problem Whole Group (Eureka Math) ● Shared Reading
Co-Teacher	<ul style="list-style-type: none"> ● Support Read Aloud ● Reading Mastery Small Group ● Support Writing ● Support Number Stories ● Fluency and Intervention Small Group (Eureka Math) ● Lead Social Studies

Two Teacher Model and Content Expertise (3-5): Because of the importance we place on literacy acquisition, our classrooms in grades 3-5 will have two teachers in every room. Teachers will be departmentalized to allow for teacher specialization in testing grades and subjects. Each grade - third, fourth, and fifth - will have one lead literacy teacher, one lead math teacher, one lead social studies teacher, and one lead science teacher. During literacy instruction, the Lead Teacher will be supported by

¹²⁰ Lemov, Doug. *Teach Like a Champion 2.0*. 2nd ed. Vol. 1. San Francisco, CA: Jossey-Bass, CA. 2015. Print.

¹²¹ Bambrick-Santoyo, Paul. *Great Habits, Great Readers*. San Francisco, CA: Jossey-Bass, 2013. Print

¹²² ___. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco, CA: Jossey-Bass, 2010. Print.

¹²³ Farr, Steven. *Teaching as Leadership*. San Francisco, CA: Jossey-Bass, 2010. Print.

¹²⁴ Beacon College Prep will leverage ongoing relationship and network of support from BES and BES schools to continue to study from and observe best practices. To date, Proposed Head of School Joseph Bolduc has observed these practices at schools such as Purpose Prep and Nashville Classical in Nashville, Vista College Prep in Phoenix, AZ, along with the Uncommon Schools in Newark, NJ.

¹²⁵ Proposed Head of School observed this strategy seen at 2018 Tennessee Reward School Purpose Prep in Nashville, TN in October 2018 where a two-teacher model in all K-4 classrooms uses small group instruction during literacy.

¹²⁶ Berger, Ron. *Learning That Lasts: Challenging, Engaging and Empowering Students with Deeper Instruction*. San Francisco, CA: Wiley: 2016.

¹²⁷ Purpose Prep in Nashville, TN was founded by 2011 BES Fellow Lagra Newman. It is a 2017 TN Reward School, with over 70% of scholars proficient or advanced in reading. Proposed Head of School Joseph Bolduc studied Purpose Prep extensively in the fall of 2018.

the social studies teacher. During math instruction, the Lead Teacher will be supported by the science teacher.

Small Group Instruction in Literacy: Small group instruction in literacy will allow scholars to receive a high degree of individualized support. Scholars will rotate between three stations, in homogeneous groups based on reading level and need. Each rotation will last 40 minutes and will allow teachers to work with groups of between 5 and 10 scholars depending on subject and specific group. All are described below.

Figure 1.3(g): Components of Small Group Literacy

Literacy Rotation	Grade	Description
Guided Reading	All	Scholars engage in guided reading groups with text at their instructional level. Lessons and targeted skills will be data driven, based on STEP Assessment analysis. ¹²⁸ Skills covered during this time include, but are not limited to, identifying character motivation, describing main ideas and details, and identifying author's purpose.
Phonics	K-2	Phonics is integrated into the daily schedule for all K-2 classrooms and taught in small group literacy rotations. This station will be led by a Co-Teacher and supported by Reading Mastery. During this time scholars will receive targeted practice with phonemic awareness, sight words, and fluency.
Informational Texts	3-5	Informational Texts will take the place of phonics instruction starting in grade 3. Scholars will engage with nonfiction texts based on Core Knowledge curriculum. Scholars will build background knowledge, increase vocabulary, and write about their reading daily.
Independent	All	Scholars will spend 40 minutes working independently. During this time, scholars may be on a Chromebook ¹²⁹ using Lexia Core5 completing accountable independent reading ¹³⁰ , or finishing an independent portion of the guided reading lesson.

Small Group Instruction in Math: To address the needs of all K-5 scholars, we will provide small group mathematics instruction. As with our approach to literacy instruction, benefits of small group math instruction include a smaller scholar-teacher ratio of between 10:1 and 15:1, increased opportunities for practice, and higher levels of differentiated support. Rotations of 30 minutes in K-2 and 40 minutes in 3-5, are described below.

¹²⁸ For more information about the STEP Assessment and our full assessment portfolio, please see [Section 1.4](#). STEP Analysis will be conducted during full-day PD after each STEP round. STEP Analysis includes identifying class-wide trends, grouping scholars into new literacy groups, and creating 6-8 week action plan targeted to meet gaps identified during assessment. Action plans will address objectives and skills taught during guided reading, reading mastery, and intervention blocks where applicable (with support of Scholar Support Team described in [Section 1.9](#)).

¹²⁹ For more information about budget assumptions for scholar computers, please see [Section 3.1](#).

¹³⁰ Accountable independent reading ensures that scholars are reading independently in a way that improves their reading skills or comprehension. This can be done through (1) assigned reading tasks such as identifying the conflict in the text, (2) verbal or written comprehension checks seen through questions in a reading journal or through a conversation with a teacher or peer, and (3) setting focal points, or purposes to the reading time, like looking for the moments where an author is stating evidence to support their claim.

Figure 1.3(h): Components of Small Group Mathematics

Math Rotation	Grades	Description
Concept Development	All	Scholars will be taught the Concept Development portion of Eureka Math lesson. Lead Teachers will introduce concepts through strong modeling and think-alouds; scholars will gradually take on responsibility through intentional problem selection based on group need.
Fluency and Intervention	All	Scholars will practice numeracy and fluency depending on group need; lower performers get the support needed to catch up to their peers, such as receiving remediation on a previous day's lesson or additional practice on a difficult skill. This time will also allow higher performers the opportunity to push their thinking on more difficult problems and concepts.

Extended Time: An extended school day and school year have been shown to have a positive impact on academic achievement for low income students and, more specifically, “increasing instruction time increases student learning and that a general increase in instruction time is at least as efficient as an expert-developed, detailed teaching program.”¹³¹ We provide 187 days of instruction from 7:30 to 4:00 Monday, Tuesday, Thursday, and Friday and from 7:30 to 1:20 on Wednesday. This added time will result in 22 days of additional instructional time for students enrolled from kindergarten through fifth grade.

Deeper Learning Instruction: Our deeper learning instructional model is based on research done by EL Education and documented in *Learning That Lasts*.¹³² Some of the nation’s highest performing schools in urban low-income communities, such as Classical Schools Network¹³³ in New York City and Nashville Classical (both schools founded, incubated, and supported through Building Excellent Schools) here in Tennessee have successfully employed and adapted this model. Deeper learning instruction is designed to be challenging, engaging, and empowering, leading to higher levels of academic enjoyment and achievement for scholars. Deeper instruction is geared to improve readiness for college by prioritizing much of scholars’ time to be the thinkers and doers, collaborating, creating knowledge, and engaging in work that matters. Deeper instruction promotes deeper learning through mastery of core academic content, critical thinking, collaboration, and problem solving. Examples of Deeper Learning Instruction focuses on Challenging, Engaging, and Empowering scholars in critical thinking:

Figure 1.3(i): Deeper Learning Instruction Teacher Actions

Grades	Teacher Action	Examples
K-2	Challenging: <ul style="list-style-type: none"> - Teachers choose texts above scholars' independent reading level. - Teachers give think time and then cold call on scholars. Engaging: <ul style="list-style-type: none"> - Teachers ask questions that promote critical thinking. - Teachers build strong habits of 	Challenging: <ul style="list-style-type: none"> - “Who is willing to take an academic risk?” - Teacher asks a question and then cold calls on two to three scholars to respond. Engaging: <ul style="list-style-type: none"> - “What in the text makes you think that?” - “Do you agree or disagree with ___? Why?” - “Can you build on to what ___ just shared?” Empowering:

¹³¹ Andersen, Simon Calmar et al. "Increasing Instruction Time In School Does Increase Learning." *Proceedings Of The National Academy Of Sciences*, vol 113, no. 27, 2016, pp. 7481-7484. Accessed 26 Feb 2019.

¹³² Berger, Ron. *Learning That Lasts: Challenging, Engaging and Empowering Students with Deeper Instruction*. San Francisco, CA: Wiley: 2016.

¹³³ South Bronx Classical is a K-8 charter school founded in 2006 by 2004 BES Fellow Lester Long. In 2018, 89% of their scholars passed the ELA state exam, and 95% passed the math exam.

	<p>discussion in scholars.</p> <p>Empowering:</p> <ul style="list-style-type: none"> - Teachers assign roles and responsibilities to scholars for working in groups so they learn to collaborate and communicate effectively. 	<ul style="list-style-type: none"> - Teacher assigns “Team leader” during group work.
3-5	<p>Challenging:</p> <ul style="list-style-type: none"> - Curriculum and lesson plans have learning targets that are directly aligned with TAS and, when possible, go beyond standards. - Teachers push scholars to intentionally plan before writing or solving word problems. <p>Engaging:</p> <ul style="list-style-type: none"> - Teachers use strategies that encourage all scholars to participate and be accountable for learning. - Teachers may choose to have scholars orally plan and discuss their answer to the question or respond independently in writing. <p>Empowering:</p> <ul style="list-style-type: none"> - Teachers help scholars internalize goals, guiding them through self-reflection and ways to track their progress. - Teachers build scholars' transferable skills, reminding them of thinking work they did yesterday to apply in today's lesson. 	<p>Challenging:</p> <ul style="list-style-type: none"> - “Pull out the important information from the problem first.” - “Plan how you are going to solve” <p>Engaging:</p> <ul style="list-style-type: none"> - Teacher uses turn and talks and whole class discussion to engage scholars in a conversation about the text. - “Prove your idea with evidence from the text.” - “Can you introduce a new quote to support that claim?” <p>Empowering:</p> <ul style="list-style-type: none"> - Teachers give every scholar personalized goal card with their reading goal. When teachers conference with scholars during guided reading group, they ask them to explain their goal and one example of how they are working towards mastering it. - “Yesterday as a class we talked about the author’s purpose for writing this text. Today your job is to use everything we discussed yesterday and the text to help you answer our new response to literature question.”

(c) Philosophy, Instructional Methods, and Features

Beacon College Prep will provide every kindergarten through fifth grade scholar with the academic skills and habits necessary to be successful in middle school, graduate from high school, and thrive in college, while becoming leaders in their communities. To achieve this, we will (1) implement a rigorous K-5 curriculum and educational models outlined in **Section 1.3 b**, (2) develop teachers to deliver high quality instruction, (3) use data to drive our decision-making, and (4) implement an explicit character development and service learning curriculum to build a strong and lasting educational community.

(1) Implement Rigorous K-5 Curriculum and Educational Models

We hold high academic expectations for our scholars and believe that they will achieve them. We understand that our scholars are capable of achieving at a level on par with and above peers in more affluent zip codes in Memphis, in Tennessee, and in the United States; therefore, our curricular choices are informed by the Tennessee Academic Standards as well as the Common Core State Standards. Our

curriculum emphasizes context and language acquisition, critical thinking, and skills application. For more information about our curricular decisions refer to **Section 1.3b**.

(2) Develop Teachers to Deliver High Quality Instruction

Instructional Taxonomies and Methods: To successfully execute our mission we will foster and sustain a culture of high academic and behavioral expectations. Based on Lemov's *Teach Like a Champion 2.0*¹³⁴ our instructional taxonomies ensure that we achieve this goal. To develop teachers' fluency in these taxonomies, we will have six-week professional development cycles based on Uncommon Schools Get Better Faster Framework. During these cycles, the Head of School and instructional leaders¹³⁵ will teach, model, practice, and coach teachers on a progressive set of skills. An example of Cycle One is below.

Figure 1.3(j): Description of Key Taxonomies

PD Cycle	Taxonomy	Description	Examples
Behavior Cycle One: 100%	What To Do	Teacher provides specific, observable, sequential directions to scholars including desired, movement, voice level, action, and time.	When preparing for transition from Novel Study to Math, teacher says, "BU, when I say 'go,' you have 10 seconds to put your novel and pencils inside your desk and sit in STAR. Go."
	Radar	Teacher uses strategic placement in the classroom to scan and show scholars s/he is looking for compliance.	Teacher stands at front right corner of room exaggeratedly standing on balls of his/her feet to show scholars s/he is monitoring.
	Positive Narration	Once having given clear What to Do direction, teacher narrates 3-4 scholars meeting expectation as positive reminder to scholars not yet meeting expectation. Narrations do not editorialize, but name desired behavior and scholar name.	After giving What to Do named above, "I see Ameera putting her novel away silently. I see Jamaal with a clear desk, he is sitting in STAR. All of row 2 is sitting in STAR with their desks clear."
	Do It Again	When large group of scholars are not meeting expectation, teacher will utilize Do It Again to restate expectation and allow scholars another opportunity to meet expectation.	If 4 or more scholars did not meet expectations of direction names above, teacher warmly/excitedly says, "We were almost there but not quite. Let's take our books and pencils back out and see if we can do it again in 10 seconds. You got it!"
	Least Invasive Correction	When scholar continues to defy clear directions and does not respond to redirections, teacher gives scholar correction that does not interrupt or distract learning environment.	After Do it Again named above, one scholar is still there. Teacher crouches next to that scholar and whispers, "Johnathan, tuck your chair in and fold your hands, that's a check."

¹³⁴ Lemov, Doug. *Teach Like a Champion 2.0 : 62 Techniques That Put Students on the Path to College*. San Francisco, CA: Jossey-Bass, 2015. Print.

¹³⁵ In year one the instructional leadership team consists of the Head of School, in year two, the Head of School and Dean of Curriculum, in year five the Head of School, Dean of Upper Academy, and Dean of Lower Academy.

Development of teacher taxonomies will continue throughout the year, with each cycle building upon the prior one. Teachers will start the school year with compliance and culture-based practices and progress to skills and techniques to push academic rigor later in the year.

In conjunction with our explicit development of teacher taxonomies, all Beacon College Prep teachers and classrooms will utilize the following methods of instruction that will uphold our high academic and behavioral standards, driving our scholars towards academic achievement and ensuring we a:

Figure 1.3(K): Description of Key Methods

Method	Description
Aggressive Monitoring	This practice has been adopted and adapted by many high performing urban charter schools, such as Brooke Charter Schools in Boston and throughout the Uncommon Schools Network and in Purpose Prep in Nashville. Teachers purposefully circulate through the classroom during independent practice, quickly checking all scholars' work, identifying exemplar work and common misconceptions, allowing teachers to give individual feedback and address whole group misconceptions. Feedback is often in form of designated code, allowing scholars to self-monitor and to make work corrections as needed. Aggressive monitoring allows teachers to respond to data in the moment. Once teachers have assessed scholar work and it is time to review problems, teachers will follow specific response to data plans based on data. This could include highlighting exemplar work which scholars present to the class or could include a show call that compares exemplar work to scholar work that represents common misconception. The latter allows scholars to grapple with the work, identify the error, and explain how they would correct the mistake.
Ratio	The strongest classrooms place the bulk of the cognitive lifting on the scholars. Beacon College Prep classrooms will utilize questioning strategies such as cold call, show call, everybody writes, and turn and talks in order to increase academic rigor through scholar think and talk ratio in the classroom.
Habits of Discussion	Habits of Discussion will provide scholars a framework in which to engage in academic discussion with peers. The CCSS state that “[t]o build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations.” ¹³⁶ Scholars will be taught, supported, and expected to share answers with class and taught, supported, and expected to build upon, validate, or argue against peers' answers.
Intellectual Preparation	For aggressive monitoring, thoughtful questioning, and scholar discussion to happen efficiently, teachers must thoughtfully prepare lessons. Teachers will use scripted lesson plans to add class-specific checks for understanding, predetermined questioning, and prepare exemplar responses. Teachers will script aggressive monitoring plan, including questions to focus on during circulation, exemplar responses, and potential feedback to give scholars. Teachers will have concrete internalization of lesson needs, exemplar results, potential misconceptions, and plan to respond to data in the moment.

¹³⁶ Morrow, L. M. (2009). "Literacy Research and Practice from the 1960s to the Present." In *Literacy Development in the Early Years: Helping Children Read and Write*. London, UK. Pearson.

Goal Setting	Scholars will take ownership of academic and behavioral progress by setting weekly goals. This process has proven effective in high performing schools such as Forte Preparatory Charter School in New York City. ¹³⁷ Scholars will set goals on Monday, describing what actions will be needed to achieve that goal, and what success will look like. Scholars are provided opportunities to reflect and share on their progress mid-week before a full reflection at week's end.
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(3) Using Data to Drive Decision-Making

Beacon College Prep will employ a varied and comprehensive set of data sources to best inform instruction. Through observation of daily and weekly scholar work and assessments, analysis of interim assessments, and utilization of nationally normed assessments, we will ensure that scholar deficits are identified and plans are created to address them.

Daily and Weekly Scholar Work: Teachers will be trained in Aggressive Monitoring, outlined above, to fully analyze scholars' understanding of key lesson concepts. Knowledge of common misconceptions will allow teachers to address them in the moment, during the lesson. Teachers will use daily and weekly exit tickets to assess the effectiveness of the week's lessons through scholar performance. If lessons failed to achieve 70% proficiency as evidenced in exit tickets, teachers will work with their coaches to plan spiraled review, or if necessary, reteach lessons.

Interim Assessments (STEP, Eureka Math, ANet¹³⁸): Interims will be conducted every 6-8 weeks and each will be followed by professional development days where data can be analyzed and used to action plan. STEP data will be used to complete STEP Analysis plans. In these plans, teachers will identify class-wide trends, positive and negative, such as mastery of consonant letter sounds in K or difficulty referring to the text for factual questions in grade 1. Then, teachers will identify trends in scholar data, allowing them to group scholars with similar gaps in the same groups. Creating homogeneous grouping based on skills will allow targeted guided reading and phonics instruction to be conducted daily, as noted in **Section 1.3(b)**, and which is directly aligned to evidence-based gaps. Teachers will create a 6-8-week instructional plan for both guided reading and phonics to close these gaps. A similar process will be used to analyze math data and plan targeted small group work on 6-8-week cycles.

Nationally Normed Assessment (NWEA MAP and TN Ready): NWEA MAP will be used as our initial and universal screener for the RTI process, as noted in **Section 1.9**. This data will be used to identify scholar performance relative their peers in the school, the surrounding district, and nationally. Data from these assessments will drive our intervention groupings and serve as a baseline for further data collection. For example, scholars who score in the bottom 20% in math on NWEA MAP may be identified for Tier 2 RTI services. We will use this initial data to administer a skills-based screener, Fastbridge¹³⁹, to identify the specific areas of growth needed. From there, intervention lessons will be created to target those gaps. Weekly progress monitoring through Fastbridge will serve as ongoing data collection. Every 6-8 weeks, we will administer another round of NWEA MAP, which will allow ongoing growth monitoring and reflection about current RTI groupings and changes needed going forward. As we will not have TN Ready testing until year four, NWEA MAP will serve as a predictor of scholar performance on the state exam.

¹³⁷ Forte Preparatory Charter School is a 5-8 charter school founded in 2016 by 2015 BES Fellow Graham Brown. Forte Prep outperformed their district, city, county and state in both ELA and math in their first year of operation.

¹³⁸ ANet will serve an interim assessment beginning in Y2 when we have second grade and continue thereafter.

¹³⁹ We have allocated \$100 per scholar for online learning tools and assessments in Y1. Please reference **Budget** tab 8, line 139 for additional information.

(4) Character and Community Impact Curriculum

For scholars to succeed in the world they must learn the academic skills and habits that will allow them to achieve in classrooms and learn the personal skills and habits that will prepare them to contribute to their communities. Communities vary in size and location and impacts on communities also change over time. We have designed a community skills curriculum that will begin by teaching scholars in grades K and 1 how to interact with peers and immediate classroom community. As scholars progress to grades 2 and 3, they will begin to learn how to interact and improve their larger school community. In grades 4 and 5, scholars will analyze their outside community, plan a project to positively impact that community, and engage the community in its completion. Please see below for more details on this curriculum.

Figure 1.3(I): Community Impact Based Skills by Grade

Grade	Service Based Skills
K	Scholars in kindergarten will begin the year learning how to positively interact with their peers and immediate classroom communities. Scholars will learn interpersonal skills such as active listening, habits of discussion, and conflict resolution. Scholars will be assigned tasks by a teacher as they complete a classroom-based project such as tending to a classroom garden.
1	First grade scholars will build upon skills taught in kindergarten, internalizing habits of discussion, using multiple self-regulation strategies, and continuing to have collaborative opportunities. Scholars will begin to learn about their agency and ability to create change in a community. Scholars will identify a classroom-based project, analyze the problem, plan a solution, and carry out the action plan with teacher assistance.
2	Second grade scholars will expand upon their first grade skills by working across their grade level to identify, analyze, action plan, and execute a grade level-based project with assistance of classroom teachers. This could be seen in a grade-wide recycling initiative.
3	Third grade scholars will complete steps outlined above to learn about the greater sense of a school community. Scholars will identify, analyze, action plan, and execute a school-based project with assistance of classroom teachers. An example could include a school-wide food drive, with scholars publicizing, organizing and carrying out the completion of the project.
4-5	Scholars will tackle community-based problems, embodying to the Raleigh and Memphis community the positive impact of Beacon College Prep scholars. Fourth grade scholars will build on their four years of skills to tackle a problem outside of the walls of the school such as creating and tending to a community garden and holding events to disseminate food to community members. Fifth grade scholars will complete a project on their own, with the Beacon Capstone Service Project, allowing them to synthesize and put to use the skills they have learned.

(d) Research Supporting the Academic Plan

Our curriculum, models, and method are informed by evidence seen in studies of high achieving charter schools across the country and here in Tennessee, as well as research-based best practices that have proven effective in low income communities. Douglas Reeves' "High Performance in High-Poverty Schools: 90/90/90"¹⁴⁰ argues that to achieve high results for high-risk students we must: (a) replicate best practices of other high-performing schools achieving high student achievement results; (b) focus on literacy; (c) utilize frequent and meaningful assessments; and (d) develop and focus on high-quality instruction.

¹⁴⁰ Reeves, Douglas. "High Performance and High Poverty Schools: 90/90/90 and Beyond." n.d. Document. 24 March 2018.

Reeves' research focused solely on schools where 90% or more of students: (a) qualify for free or reduced lunch; (b) classify as minority in regard to ethnicities; and (c) perform at high levels. Reeves found distinct characteristics true for schools that fit this category: a focus on academic achievement, clear curriculum choices, frequent assessment of student progress and multiple opportunities for improvement, an emphasis on nonfiction writing, and collaborative scoring of student work. Beacon College Prep's academic plan and design outlined above simultaneously focuses on each of these characteristics as well as replicates methods, models, and strategies observed in high poverty, high achieving charter schools. This research, as well as the research noted above, along with the support of Building Excellent Schools ("BES") has allowed us to design a curriculum and instructional plan that will implement best practices, instructional pedagogy, and rigorous curriculum found in schools that have consistently and successfully achieved results with high-poverty scholars. Proposed Head of School Joseph Bolduc has completed leadership residency with Nashville Classical¹⁴¹, which has heavily informed Beacon College Prep's curricular and implementation decisions and will serve as foundation for instructional materials and eventual adaptation. Our Head of School will complete additional residencies in the summer and fall of 2019 to further inform instructional and curricular decisions.

(e) Curriculum and Basic Learning Environment ---

Beacon College Prep's school design consists of a Lower Academy (K-2) and Upper Academy (3-5). Our Lower Academy will create a strong literacy and early mathematics foundation through small group instruction. Scholars will be engaged in target learning groups that will allow teachers to consistently monitor and address misconceptions. Ongoing data collection outlined in **Section 1.3(c)** and ongoing coaching cycles described in **Section 2.5** will create a strong foundation of knowledge as scholars move to grade 3. Small group instruction will continue in literacy and math as scholars progress to Upper Academy. We drive our academic achievement further by having teachers specialize in content areas in grades 3-5 through departmentalized teaching. Throughout our K-5 grade curriculum, scholars engage in rigorous, thoughtfully planned lessons in all subjects, reading, math, writing, science, and social studies.

Each cohort will have 30 students per class¹⁴² and 60 students per grade level. We are committed to our college preparedness mission for all scholars by spending the bulk of our literacy as well as math instructional minutes in small groups. Scholars in K-2 will receive 120 minutes of targeted, small group literacy instruction and 60 minutes of small group mathematics instruction daily compared to 120 minutes in literacy and 80 minutes in math for scholars in grade 3-5.

(f) Proposed Instructional Goals, Methods, and Benchmarks ---

Our proposed instructional goals will ensure that we are meeting the high academic standards we set for our school community. Our proposed goals are listed below:

1. Scholars will be proficient in English Language Arts.
2. Scholars will be proficient in Mathematics.
3. Scholars will be proficient in Science.
4. Scholars will be proficient in Social Studies.

We have selected specific models, taxonomies, and methods to aid in successful completion of the goals outlined in **Section 1.4**. We understand that in order to show proficiency by Y3, in our first year of

¹⁴¹ A Letter of Support from Nashville Classical can be found in **Attachment E**.

¹⁴² We have submitted a waiver to increase the maximum class size in elementary school. Please see **Section 2.10** for reference.

standardized testing, we will need to measure against specific academic benchmarks in Y1 and 2. The following benchmarks will be used to assess our proficiency before Y3:

- 70% of all kindergarten scholars will achieve Strategic Testing and Evaluation of Progress (“STEP”) Level 3 by the end of the school year, demonstrating first grade reading readiness on STEP assessment.
- 80% of all grade 1 scholars will achieve STEP Level 6 by the end of the school year, demonstrating second grade reading readiness on STEP assessment.
- 90% of all grade 2 scholars will achieve STEP Level 9 by the end of the school year, demonstrating third grade reading readiness on STEP assessment.
- In subgroup analysis of scholars with disabilities (“SWD”) and English Language Learners (“ELLs”), subgroups will achieve growth in STEP assessment at same rate or above that of whole school average.
- In cohort analysis of longitudinal growth, average annual increases of percentiles among scholars in Reading Comprehension on Northwest Evaluation Association Measures of Academic Progress (“NWEA MAP”) average minimum of five (5) percentiles of growth per year until average percentile score reaches 75.

(g) Alignment With Targeted Student Population

Using the best practices outlined above, combined with our rigorous, standards-based curriculum, we have unwavering confidence in the academic potential of our scholars. We will recruit scholars primarily from the 38128 zip code. This decision has been made based on the lack of high-quality school options, high levels of poverty in the neighborhood, and limited choice available. We anticipate that at least 70% of our scholars will qualify for free or reduced lunch, 11% will be classified with a disability, and 5% will be identified as ELLs. According to currently available data from SY17-18, 100% of Raleigh’s then 10 elementary schools met Community Eligibility Provision for providing free school lunch to all students. On average, 74% of students in these schools qualified via direct certification, far exceeding the federally required minimum of 40%, as well as SCS 57.39% identified student percentage.¹⁴³ According to SY17-18 TN School Report Card data, approximately 11.9% of Raleigh’s elementary school students were classified with a disability and 4.7% identified as ELL.¹⁴⁴ Our curriculum, models, and methods as outlined are firmly based in research as well as evidenced in high achieving charter schools serving similar populations.

(h) Alignment with Tennessee Academic Standards

Beacon College Prep will provide a rigorous, college preparatory curriculum in all grades and in all content areas. We will use CCSS and the Tennessee Academic Standards to backwards plan all unit maps and inform all curricular decisions. Grounded in the knowledge and skills students must have to succeed in middle school, we understand the foundational importance of developing critical thinking and problem-solving skills in all scholars to help them find solutions to problems across content areas.

Each component of our academic model relating to literacy reflects the CCSS for English Language Arts. Our comprehensive approach to literacy instruction ensures: (a) regular practice with complex text and its academic vocabulary; (b) reading and writing grounded in evidence from literary and informational text; and (c) building knowledge through content-rich literary and informational text. Our instructional approach to mathematics, using Eureka math and CGI, ensures that our scholars are receiving instruction most closely aligned to the rigors of Common Core, preparing them to think deeply and critically about application of mathematics. Additionally, we will implement a series of ongoing assessments aligned to

¹⁴³ <https://www.tn.gov/education/health-and-safety/school-nutrition.html>.

¹⁴⁴ SY17-18 achievement data is available on the TN Department of Education school report card site (<https://reportcard.tn12.gov/>) and presented in more detail in **Section 1.2**.

the CCSS and TAS. Using school-created interim assessments in K-1 and ANET¹⁴⁵ interim assessment in grades 2-5, we commit to ongoing evaluation of student progress towards standards mastery.

(i) Blended Learning

Beacon College Prep's design includes the implementation of blended learning tools during literacy and math rotations, as well as during intervention blocks each day. Through study and observation at high performing charter schools from across the country, including in Tennessee, we have seen how effective blended learning can be as a tool to promote independent learning and skills acquisition. Tennessee schools such as Purpose Prep, Nashville Classical, and Freedom Prep all utilize blended learning to support their academic models and curricular choices.

During K-5 literacy rotations, scholars will be working in three groups, as noted above. In grades K-2, our three groups consist of guided reading, phonics, and independent work. In grades 3-5, the groups include guided reading, non-fiction texts, and independent work. In grades K-5 when scholars are not engaged in small group work with a teacher, they will either be completing an independent reading task, or working independently on a Chromebook with blended learning software. This program will be adaptive and meet the needs of individual scholars with each use. Scholars may also use this software during our daily 40-minute RTI block. During this time, scholars receiving Tier 2 and 3 interventions will be receiving their appropriate targeted supports. Scholars who are not receiving supports at that time may be engaged in our blended learning tools on a Chromebook, allowing independent remediation and skill building.

Our current choices for blended learning tools are Lexia Core5 for literacy and Zearn for math. Our decisions were based on three factors: (1) Program Adaptability, (2) Alignment to Curriculum, and (3) Scholar Engagement. Lexia Core5 and Zearn provide adaptive lessons to scholars, allowing them to independently work on skills and gaps specific to their needs and present levels of achievement. Both align well with our current curricular choices. Lexia has a strong focus on foundational literacy through phonemic awareness, fluency, and comprehension; Zearn is designed to align to the problem types, presentation styles, and language used in Eureka Math. Both allow teachers to assign specific lessons to scholars dependent on need and to the adaptive setting. This will be a useful tool, as, for example, in Zearn, if scholars in Group A did not master grouping "ones" into "tens" in first grade module two, our teacher would assign a practice lesson based on that skill or a lesson about a prerequisite skill needed to master the current one. Our program will only add value if it has proven results and engages scholars. Lexia Core5 and Zearn have proven to meet the needs of all scholars, including ELLs, at-risk, gifted and students with IEPs and 504 plans.¹⁴⁶ With detailed data reports and tracking, staff will be able to monitor our scholars' continual growth and adjust instruction and supports in response to their individual needs.

(j) Remediation of Academic Underperformance

We have developed our academic plan with two beliefs in mind: (1) our content must be rigorous and (2) we must support our scholars in accessing this content. We have included rigorous instructional materials aligned to the TAS as well as the CCSS that are nationally recognized and used in successful charter schools across the country and here in Tennessee. We have included instructional models and methods that will support all scholars in accessing this material. In addition to engaging, data-driven lessons, the following aspects of our plan, outlined in the sections above, will allow teachers to simultaneously fill gaps while pushing academic rigor in our Tier 1, general classroom setting: two teacher model in all subjects for K-2; two teacher model in literacy for 3-5; small homogeneous groupings literacy instruction in K-5; small

¹⁴⁵ For more information about our testing portfolio including ANET, please see [Section 1.7](#).

¹⁴⁶ A study of Lexia showed that over a 16-week period, Lexia Core5 increased grade-level or end of grade level reading rates by 53% (from 16% to 69%). More information about Lexia Core5's effectiveness with scholar subgroups can be found at <https://www.lexialearning.com/sites/default/files/resources/Brochure-%20Lexia%20Research%20Brochure.pdf>.

group mathematics instruction in K-2; blended Learning tools in all K-5 classrooms for math and literacy; and academic partnerships with families.¹⁴⁷

(k) Differentiating Instruction, Response to Instruction, and Intervention

Beacon College Prep will provide all scholars with the supports necessary to access our rigorous curriculum. We align ourselves with SCS in implementation of the RTI² protocol¹⁴⁸, ensuring we are providing adequate scholar support while avoiding over-identification of disabilities. This protocol will be overseen by our Scholar Supports Team (SST), consisting of the Head of School, Student Supports Coordinator, Dean of Curriculum (Y2), SPED/ELL teachers, and classroom teachers. Per SCS guidelines and best practice, the following normed three step screening processes will be followed: **Step 1** - Administer a nationally normed, skills-based universal screener as part of the universal screening process (NWEA MAP) to all scholars. **Step 2** - SST will use and analyze the results of the skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka module assessments, exit ticket, and work samples), using this information to confirm or challenge performance on the skills-based universal screener. **Step 3** - Scholars identified as “at risk” based on multiple sources of data (25%> on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs.¹⁴⁹ (FastBridge will serve as our diagnostic as well as progress monitoring tool.)¹⁵⁰ **Step 4** - Apply data-driven analysis for data-based decision making for instructional materials and decisions in Tiers 1-3. Based on data results, our plans for scholars who are making adequate progress and for students who are not making adequate progress is described below.

Tier 1: We believe that our classroom models and teaching methods will provide 85% of our scholars the supports necessary to achieve at or above grade level. Each scholar in each K-2 classroom will receive 240 minutes of literacy instruction daily, including 120 minutes of small group literacy instruction. Additionally, scholars will participate in 100 minutes of math each day, including 60 minutes in small groups. In grade 3-5 scholars participate in 220 minutes of literacy each day, 120 in small groups, and 180 minutes of mathematics each day, 80 of which in small groups. In conjunction with small group instruction, scholars will also spend up to 80 minutes a day working on adaptive, targeted blended learning through Lexia Core5 in reading, and Zearn in math.¹⁵¹

Tier 2: Scholars who fail to make adequate progress with Tier 1 interventions or who are deemed “at-risk” using NWEA MAP and classroom data (bottom 10-25% or 1.5 years behind grade level according to STEP) will receive additional Tier 2 interventions. Scholars receiving Tier 2 interventions will receive additional small group instruction throughout the week in addition to their Tier 1 small group interventions. These interventions will be completed with a general education teacher during our 40-minute RTI block¹⁵² daily¹⁵³, while peers complete independent work or use one of our blended learning tools. Tier 2 groups will not exceed a 5:1 scholar-teacher ratio. Scholars receiving Tier 2 interventions will have their progress monitored on a weekly basis using Fastbridge in addition to classroom-based data and observation.

¹⁴⁷ More information about our approach to family partnerships can be found in **Section 1.12**.

¹⁴⁸ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹⁴⁹ As required by “Say Dyslexia” Bill (Public Chapter 1058 of Acts of 2016), survey-level assessments for reading must explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

¹⁵⁰ FastBridge is successfully implemented and recommended by the team at Nashville Classical. It is the progress monitoring tool currently used by Metro Nashville Public School System. Information about its diagnostic/progress monitoring capabilities at <http://www.fastbridge.org/>.

¹⁵¹ For more information about our blended learning curriculum and usage, please see **Section 1.3**.

¹⁵² Daily schedule includes 40 minutes of RTI built in Monday-Friday. For more information about our daily schedule, please see **Section 1.8**.

¹⁵³ In alignment with SCS guidelines, the decision to provide a two-day/three-day split in an RTI² team decision and may be appropriate for some scholars who need reading and math intervention. If the SST chooses to do a split intervention, the SST will watch the scholar’s progress closely and make intervention adjustments if the scholar is not progressing in this model.

Teachers will meet bi-weekly with the Scholar Support Team to gauge effectiveness of interventions and adjust supports as needed. Observations of Tier 2 interventions will be made on a weekly basis by the Head of School or Scholar Support Coordinator in year 1, with addition of Dean of Curriculum beginning in year 2. Additionally, ongoing coaching and review of materials will be conducted by the Head of School and Scholar Support Coordinator in year 1, with the addition of the Dean of Curriculum in year 2.

Tier 3: Scholars who fail to make adequate progress as measured by FastBridge, NWEA MAP, or STEP, or who fall in the bottom 10% of NWEA MAP, will receive additional support through Tier 3 interventions. In addition to other interventions throughout the day, scholars will participate in 1:1 to 1:3 support from a general education teacher during RTI and specials blocks totaling up to 80 minutes of targeted, Tier 3 interventions daily. Using our diagnostic, skills-based screener, teachers will target support directly to the needs of the scholar. Teachers will meet weekly with the SST to monitor scholar progress and evaluate effectiveness of interventions. Observations of Tier 2 interventions will be made on a weekly basis by the Head of School or Scholar Support Coordinator in year 1 with the addition of the Dean of Curriculum beginning year 2. Additionally, on-going coaching and review of materials will be conducted by the HOS and Scholar Support Coordinator in year 1, with the addition of the Dean of Curriculum beginning in year 2.

Families of the scholar will meet with the SST to review scholar work through the Tier 1 and 2 process and the school will inform families of the additional supports their scholar will receive. These communications will come by way of bi-weekly progress reports of all scholars, quarterly parent teacher conferences, and on-going communication between teachers and parents. If a scholar is not responding to Tier 1 and 2 interventions provided, the Head of School, on behalf of the SST, will send a letter home to families requesting a meeting. During this meeting, the SST will share data, an initial plan, and describe potential next steps. Families will be made aware that if a scholar fails to make adequate progress with Tier 3 interventions, it may be recommended that an evaluation for special education services will be conducted. Our goal as a school is to be as communicative as possible throughout the process, while ensuring that sound, data-driven interventions are implemented with fidelity so that we do not over-identify scholars for special education services.

1.4 Academic Performance Standards

(a) Annual and Long-term Academic Achievement Goals

Aligned with SCS Destination 2025, TAS, and ESSA, Beacon College Prep uses absolute, comparative, and longitudinal goals to set ambitious, concrete, and measurable standards as a benchmark for success in all years of the charter term and in all years of the school's growth. Through such measures we will demonstrate the added value of Beacon College Prep to SCS as well as to the Raleigh and Greater Memphis communities and achieve our mission of preparing all kindergarten through fifth grade scholars with the academic skills necessary to be successful. These goals and the corresponding data regarding goals will be transparently shared with families, staff, the Board, our larger community, and SCS. Families will receive bi-weekly progress reports about their scholar's academic performance and participate in quarterly parent-teacher conferences where performance in relation to goals will be discussed. Our staff will be data driven, with goals shared during summer professional development and addressed throughout the year during coaching conversations, weekly professional development, data days, and evaluations. Our Board will review and approve these goals upon authorization and review monthly formative reporting dashboards and annual summative reporting dashboards to be updated by school management. The larger community will see our goals and metrics as provided on our website and our annual which we will post on our website each year. Beacon College Prep will provide to SCS openly any and all necessary data in relation to these goals in whichever means requested and according to all proscribed timelines.

ACADEMIC GOALS

GOAL 1: Scholars will be proficient in English Language Arts.

- **Measure 1.01 (Absolute): Y1** – 70% of all kindergarten scholars will achieve Strategic Testing and Evaluation of Progress (“STEP”) Level 3 by end of school year, showing grade 1 reading readiness.
- **Measure 1.02 (Absolute): Y2** – 80% of all grade 1 scholars will achieve a STEP Level 6 by end of school year, showing grade 2 reading readiness.
- **Measure 1.03 (Absolute): Y3** – 90% of all grade 2 scholars will achieve STEP Level 9 by end of school year, demonstrating grade 3 reading readiness.
- **Measure 1.04 (Growth): All Years** – 90% of all scholars will grow a minimum of three STEP Levels of reading growth per year on STEP assessment each year as tested.
- **Measure 1.05 (Absolute): All Years** – Scholars with disabilities (“SWD”) and English Language Learners (“ELLs”) will achieve growth in STEP assessment at same rate or above as whole school average.
- **Measure 1.06 (Growth & Comparative): All Years** - Average annual increase of percentiles in Reading Comprehension on Northwest Evaluation Association Measures of Annual Progress (“NWEA MAP”) average minimum of five percentiles of growth per year until average score reaches 75.
- **Measure 1.07 (Absolute): All Years** – SWD and ELL subgroups will achieve growth in MWEA MAP at same rate or above that of whole school average.
- **Measure 1.08 (Absolute): All Years** - 50% of scholars who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.
- **Measure 1.09 (Absolute): All Years** - 60% of all scholars who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.
- **Measure 1.10 (Absolute): All Years** - 80% of all scholars who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts.
- **Measure 1.11 (Comparative): All Years** - Scholars who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate at least 10 percentage points higher than district average.
- **Measure 1.12 (Comparative): All Years** - In each testing year, scholars who have attended for four consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate that exceeds the state average.
- **Measure 1.13 (Comparative): All Years** - In each testing year, scholars who have attended for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady English Language Arts at a rate in the top 25% of school performance in Tennessee.

GOAL 2: Scholars will be proficient in Mathematics.

- **Measure 2.01 (Growth & Comparative): All Years** - Average annual increase of percentiles in Math on NWEA MAP averages minimum of 5 percentiles growth per year until average score reaches 75.
- **Measure 2.02 (Absolute): All Years** – SWD and ELL achieve growth in NWEA MAP Math at same rate or above that of the whole school average.
- **Measure 2.02 (Absolute): All Years** - 50% of scholars who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.
- **Measure 2.03 (Absolute): All Years** - 60% of all scholars who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.
- **Measure 2.04 (Absolute): All Years** - 80% of all scholars who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics.
- **Measure 2.05 (Comparative): All Years** - Scholars who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate at least 10 percentage points higher than the district average.

- **Measure 2.06 (Comparative): All Years** - Scholars who have attended for four consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate that exceeds the state average.
- **Measure 2.07 (Comparative): All Years** - Scholars who have attended for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Mathematics at a rate in the top 25% of the schools in Tennessee.

GOAL 3: Scholars will be proficient in Science.

- **Measure 3.01 (Absolute): All Years** - 50% of scholars who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.
- **Measure 3.02 (Absolute): All Years** - 60% of all scholars who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.
- **Measure 3.03 (Absolute): All Years** - 80% of all scholars who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Science.
- **Measure 3.04 (Comparative): All Years** - In each testing year, scholars who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate at least 10 percentage points higher than the district average.
- **Measure 3.05 (Comparative): All Years** - In each testing year, scholars who have attended for four consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate that exceeds the state average.
- **Measure 3.06 (Comparative): All Years** - In each testing year, scholars who have attended for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Science at a rate in the top 25% of the schools in Tennessee.

GOAL 4: Scholars will be proficient in Social Studies.

- **Measure 4.01 (Absolute): All Years** - 50% of scholars who have attended the school for three or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Measure 4.02 (Absolute): All Years** - 60% of all scholars who have attended the school for four or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Measure 4.03 (Absolute): All Years** - 80% of all scholars who have attended the school for five or more years will score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies.
- **Measure 4.04 (Comparative): All Years** - In each testing year, scholars who have attended for three consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate at least 10 percentage points higher than the district average.
- **Measure 4.05 (Comparative): All Years** - In each testing year, scholars who have attended for four consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate that exceeds the state average.
- **Measure 4.06 (Comparative): All Years** - In each testing year, scholars who have attended for five consecutive years will, on average, score On Track (Level 3) or Mastered (Level 4) on TNReady Social Studies at a rate in the top 25% of the schools in Tennessee.

GOAL 5: The school will maintain good standing under TN ESSA

- **Measure 5.01:** The school will be in consistently good standing with state under ESSA accountability system, never identified as a Priority School and never identified as at risk for closure.

ORGANIZATIONAL GOALS

GOAL 6: Beacon College Prep demonstrates financial and fiduciary responsibility.

- **Measure 6.01:** External, annual audit reports demonstrate that the school meets or exceeds professional accounting standards.

- **Measure 6.02:** Budgets for each academic year demonstrate effective allocation of financial resources to ensure effective execution of mission as measured by yearly balanced budgets submitted to SCS.

GOAL 7: Beacon College Prep is fully enrolled, with high levels of attendance and re-enrollment.

- **Measure 7.01:** 90 percent of students who complete the school year re-enroll the following year.
- **Measure 7.02:** School averages 96% daily student attendance annually.

GOAL 8: Board of Directors provides effective school oversight.

- **Measure 8.01:** Board conducts formal annual review of school leader.
- **Measure 8.02:** Board conducts annual self-evaluation to assess strengths/weaknesses.
- **Measure 8.03:** Board conducts formal annual review of by-laws and policies.
- **Measure 8.04:** Board conducts formal annual review of school's strengths/weaknesses.

(b) Setting, Monitoring, and Revising Achievement Goals

We will monitor our progress using three types of goals: absolute, comparative, and growth. Absolute goals measure progress made each year without taking into consideration performance of other schools, subgroups, or other variables. We use this data to set hard targets, such as proficiency levels for grade bands and specific subgroups, or attendance data. Absolute goals operate under the expectation that consecutive years in attendance at Beacon College Prep will yield better academic results. Comparative goals allow us to monitor our achievement relative to that of other schools. Comparative data ensures that we continue to be a high-quality option for the families of Raleigh and the City of Memphis. Growth goals allow us to monitor achievement relative to our starting point. We have used a combination of these goals to ensure that the full assessment of effectiveness at Beacon College Prep can be made, and that we have concrete and measurable targets from which to assess the school's success. The Board of Directors ("Board") will review goals annually, ensuring that targets are rigorous and measurable. Achievement of goals will be used to assess the Head of School's effectiveness and the overall design and execution of the academic program. Upon annual review, the Board may decide to increase the rigor of the goals, but will not lower them. Adequate and appropriate changes to these goals will be made if there are programmatic or structural changes made to the TNReady or other rating systems.

(c) Corrective Action Plan if School Falls Below District or State Achievement Expectations

Should Beacon College Prep fall below SCS or Tennessee expectations, we will first adhere to any local or state requirements. Our Board and Head of School will review applicable data and create a comprehensive plan including absolute goals, growth target, and tools to monitor progress. Our Head of School will implement this plan and report to the Board via academic dashboards at monthly public board meetings. Progress will be monitored and reported by the Head of School to the appropriate committee on a bi-weekly basis, and to the Board at routine monthly meetings. This schedule will continue until the school no longer falls below expectations. It is the responsibility of the Board to evaluate the Head of School and would consider chronic underperformance as grounds for termination or a nonrenewal of contract.

(d) Student Attendance

One report on attendance in elementary grades found that "students who arrived at school academically ready to learn — but then missed 10 percent of their kindergarten and first grade years - scored an average of 60 points below similar students with good attendance on third-grade reading tests."¹⁵⁴ Beacon College Prep believes that high rates of scholar attendance is crucial to scholar academic achievement and will

¹⁵⁴ Applied Survey Research. *Attendance In Early Elementary Grades*. Applied Survey Research, Watsonville, CA, 2011. Accessed 4 Mar 2019.

maintain a goal of 96% or better average daily attendance for the school year. Research from Attendance Works states that “children living in poverty are 2 to 5 times more likely to be chronically absent.”¹⁵⁵ We will celebrate and incentivize scholars and families showing exemplary attendance. Examples of attendance celebrations include awards for perfect monthly attendance presented at Community Circle, monthly celebrations to classes that have the highest average daily attendance and quarterly “Attendance” celebrations to scholars who miss 0-1 day per quarter.

Scholars are expected to arrive each day between 7:30am and 7:45am. If a scholar arrives at 7:46am or later, s/he will be considered tardy. A late scholar must be escorted into the school by his/her parent/guardian and signed in at the front office. The scholar will be marked tardy by the Office Manager and then proceed to class. We consider two (2) tardy arrivals in a quarter a concern; parents will be sent a letter reminding them of the attendance policy which will be signed, returned, and added to the scholar’s file. We consider three to four (4) tardy arrivals in a quarter a serious concern. To address this concern, parents will receive a phone call from the Head of School in Y1 and 2 and transition to the Dean of Students in Y3 or other appropriate staff member as may be designated to discuss barriers to on-time arrival and to create and implement a written arrival plan which will be signed and added to the scholar’s file. Scholars that are tardy three to four times in a quarter will be ineligible for extracurricular, enrichment, or other activities deemed appropriate by the Head of School until the agreed upon attendance goals are met. If a scholar is tardy five or more times in a quarter, the parent will be required to attend a meeting with the Head of School to discuss implementation of the attendance plan and make appropriate changes to support the family. Shown below, we will use a comprehensive attendance RTI framework to mitigate the number of scholars who exceed eight tardy arrivals per quarter or ten unexcused absences per school year.

Figure 1.4(a): Beacon College Prep Attendance RTI¹⁵⁶

Tier	Indicator	Interventions
Tier 1	0 to 4 unexcused absences 0 – 2 tardy arrivals in a quarter	<ul style="list-style-type: none"> Engaging school climate Positive relationships with scholars and families through Home Visits, ongoing engagement events and parent communication Tardy and absence policy in Family Handbook (signed by all families) Positive reinforcement of great attendance through awards for perfect monthly attendance presented at Community Circle, “Attendance” celebrations once per quarter to scholars who miss 0-1 day per quarter, quarterly celebrations to classes w/highest ADA Phone calls home with each absence, parent sign in with each tardy
Tier 2	5 - 9 unexcused absences 3 – 4 tardy arrivals in a quarter	<ul style="list-style-type: none"> Written, personalized letter home to families stating attendance policy, signed at returned Mandatory meeting with HOS in Y1 and 2, Dean of Students in Y3+, to discuss barriers to attendance and create action plan to address Provide list of outside agencies who may be able to assist Potential loss of privilege, i.e., enrichment field trip if attendance cannot be remediated, until agreed upon attendance goals are met

¹⁵⁵ "The Problem - Attendance Works." *Attendance Works*, 2019, <https://www.attendanceworks.org/chronic-absence/the-problem/>. Accessed 3 Mar 2019.

¹⁵⁶ Beacon College Prep’s attendance RTI is informed by resources from Attendance Works, a nationally recognized attendance consulting, technical assistance and advocate. Information about their approach to attendance RTI can be found at <https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/>.

Tier 3	10+ unexcused absences 5+ tardy arrivals in a quarter	<ul style="list-style-type: none"> ● Letter sent to families informing them they are out of compliance with attendance guidelines ● Mandatory meeting with the HOS and SSC ● Signed action plan stating specific plans to address chronicity ● Signed letter stating scholar is at risk of retention per attendance
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Beacon College Prep will adopt many of the attendance policies of Shelby County Schools noted in Policy 6014. In accordance with said policy, the following are considered excused absences:

1. Illness, injury, pregnancy, homebound circumstance, or hospitalization of student. The Head of School may require parent conference and/or physician verification to justify absences after 5 days of absence during school year. Notes must be date specific and required for absences beyond 5 days.
2. Death or serious illness within the student's immediate family.
3. When the student is officially representing the school in a school sponsored activity or attendance at school-endorsed activities and verified college visits.
4. Special and recognized religious holidays regularly observed by persons of their faith. Any student who misses class or day of school because of observance of day set aside as sacred by recognized religious denomination of which student is member or adherent, where such religion calls for special observances of such day, shall have absence from that school day or class excused and shall be entitled to make up any school work missed without the imposition of any penalty because of the absence.
5. A court order; a subpoena; and/or a legal court summons.
6. Extenuating circumstances over which student has no control as approved by the principal.¹⁵⁷
7. If student's parent, custodian or other person with legal custody or control of student is member of United States Armed Forces, including member of state National Guard or Reserve component called to federal active duty, student's Principal shall give student: (a) Excused absence for 1 day when student's parent, custodian, or other person with legal custody or control of student is deployed; (b) Additional excused absence for 1 day when student's parent, custodian, or other person with legal custody or control of student returns from deployment; and (c) Excused absences for up to 10 days for visitation when student's parent, custodian, or other person with legal custody or control of student is granted rest and recuperation leave and is stationed out of country. (d) Excused absences for up to 10 days cumulatively with school year for visitation during the deployment cycle of student's parent, custodian, or other person with legal custody or control of student. Total excused absences under this section (c) and (d) shall not exceed total of 10 days within school year. Student shall provide documentation to school as proof of deployment of student's parent, custodian, or other person with legal custody or control of student.
8. Participation in non-school-sponsored extracurricular activity. Head of School may excuse student from school attendance to participate in non-school-sponsored extracurricular activity if following conditions are met: (a) Student provides documentation as proof of participation in non-school-sponsored extracurricular activity; (b) Student's parent, custodian, or other person with legal custody or control of student, prior to extracurricular activity, submits to principal or principal's designee written request for excused absence submitted no later than 7 business days prior to the absence.

For unexcused absences, the following actions will be taken by the school based on policy 6016 Truancy District: (1) Parents will be notified via phone call for 1st through 4th unexcused absence; documentation of calls will be recorded and placed in scholar's file. (2) 5th through 9th unexcused absence will result in warning letter sent to parents informing them of truancy laws and consequences of noncompliance and requesting parent teacher conference with Head of School and Scholar Support Coordinator. Signed copy

¹⁵⁷ The principal role will be filled by the Head of School.

of letter will be placed in scholar's file. (3) At 10th unexcused absence, 1st official letter will be generated by Beacon College Prep and sent to parent/guardian informing them of noncompliance with attendance laws and consequences for failing to comply, with mandatory meeting with Head of School and/or Scholar Support Team. Phone calls will also be made to parents and documented after each absence. Parent/guardians may appeal any unexcused absences to Head of School. Appeal must adhere to the following: (a) Written and including documentation to support appeal; (b) Submitted within 5 business days of 1st official generated attendance letter by District. (c) Grounded with rationale allowable in 6016 Truancy District policy. The Head of School or designee will review the appeal within 5 business days, meet with the parent/guardian and provide decision. Students with more than 10 days of accumulated absences in a school year, whether excused or unexcused, must participate in a parent conference with the HOS and teachers to determine eligibility and readiness for promotion as discussed in **Section 1.4(e)**.

(e) Student Matriculation

Our extended time in literacy and math, two teacher model, and focus on small group instruction will allow us to provide all scholars the daily supports and targeted interventions necessary to succeed academically. We understand that scholars come to school with varying degrees of need and academic preparation. Thus, we reserve the right to retain a scholar. These decisions will be made to reflect the best interest of the scholar and will always be rooted in academic, culture, or other pertinent data such as attendance. Our grading model will be standards-based, evaluating scholars on priority standards taught and assessed during the quarter. Scholars will earn grades in each standard on a 0-4 scale.

Figure 1.4(b): Standards Based Grading Scale

Grade	Level of Mastery	Description of Level
4	Above Grade Level	Scholar has above grade level mastery, can apply standards in new situations.
3	At grade level	Scholar has grade level mastery, is able to perform standard independently.
2	Partial mastery	Scholar has partial mastery, needs additional support to be successful.
1	Minimal mastery	Scholar has minimal mastery, needs significant support to be successful.
0	No mastery	Scholar has no mastery of the standard.

Promotion and Retention

Beacon College Prep will consider four factors when determining promotion: (1) reading level, (2) grade level mastery according to power standards, (3) attendance, and (4) RTI² progress and growth. Factors such as maturity level and past history of retentions may also play a role in special circumstances. When a scholar is experiencing challenges in reading or content mastery, or attendance is threatening adequate content mastery, the Scholar Support Team will meet to develop and review the scholars RTI² action plan (see **Section 1.4(g)** for greater detail). We recognize the risks of both social promotion and retention can have on a scholar and all decisions will be made with the best interests of scholars in mind.

In using STEP reading levels, any scholar who is reading below grade level may be eligible for retention at the end of the year. Grade level expectations are listed in **Figure 1.4(c)**. Any scholar who is not reading at grade level but grows three or more levels may be eligible for promotion.

Figure 1.4(c): Proficiency and Growth Levels for STEP

Grade Level	End of Grade STEP Expectation	Growth Expectation
End of Kindergarten	Achieved STEP 3	3 or more levels of growth each school year
End of First Grade	Achieved STEP 6	
End of Second Grade	Achieved STEP 9	
End of Third Grade	Achieved STEP 12	
End of Fourth Grade	Achieved STEP 15	
End of Fifth Grade	Achieved STEP 18	

Standards mastery will also play a role in a scholar's potential retention. Using a standards-based grading model, end of year data will allow us to gauge mastery of grade level content. Scholars who average below 2.5 in math and/or reading may be considered for retention.

A growing field of research proves that scholar attendance plays a crucial role in academic success. Kindergarten attendance has shown to correlate to third grade reading proficiency, where 64% of children in K and 1 who missed 9 or fewer days in both years were reading proficiently after third grade, compared to 43% who missed 9 days both years, 41% who missed 18 or more days in one year, and 17% who missed 18 or more days in both years.¹⁵⁸ Because of this, and as noted in **Section 1.4(d)**, Beacon College Prep places a priority on scholar attendance. Scholars who have 10 or more unexcused absences may be considered for retention. Although a scholar will not be retained for attendance alone, we believe that 10 or more absences may have a significant impact on scholar learning. Research demonstrates that students who are chronically absent in early elementary school are more likely to struggle with essential social-emotional skills such as focus and persistence and less likely to read on grade-level by third grade.¹⁵⁹

The Head of School will make all final retention and promotion decisions with recommendations made by applicable staff members (general education teachers, special education teachers, the Scholar Support Coordinator). We will hold our scholar with disabilities to the same academic standards for promotion and retention unless otherwise noted in the scholar's IEP or Section 504 Plan.

We recognize that proactive parent communication is key to scholar success. We will conduct open, proactive communication with families about scholar progress. We have built in robust academic, behavioral, and attendance supports that systematically encourage communication with families. Data will be communicated with parents throughout the year regardless of promotional status. If promotion is in doubt at any point, an action plan will be created and shared with families no later than end of quarter 3. Ongoing communication will keep parents abreast of progress and the Head of School's final decisions.

(f) Beacon College Prep Exit Standards

¹⁵⁸ "Attendance in Early Elementary Grades." Applied Survey Research. May 2011.

¹⁵⁹ Ginsburg, Alan, Phyllis Jordan, and Hedy Chang, "Absences Add Up: How School Attendance Influences Student Success." *Attendance Works*. August 2014. https://www.attendanceworks.org/wp-content/uploads/2017/05/Absenses-Add-Up_September-3rd-2014.pdf.

Figure 1.4(d): Beacon College Prep Fifth Grade Exit Standards

Tennessee Academic Standards for Literacy ¹⁶⁰		
Cluster	Cornerstone	Standard
Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	5.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.
Word Composition	Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.	5.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a. Spell grade-appropriate words correctly, consulting references as needed. b. Write legibly in manuscript and cursive.
Fluency	Read with sufficient accuracy and fluency to support comprehension	5.FL.F.5 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
Sentence Composition	Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing	5.FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing. a. Explain function of conjunctions, prepositions, and interjections as used in general and in particular sentences. b. Form and use perfect verb tense. c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions. f. Use punctuation to separate items in a series. g. Use comma to separate introductory element from rest of sentence. h. Use comma to set off words yes and no, to set off tag question from rest of sentence (e.g., It's true, isn't it?), and to indicate direct address. i. Use underlining, quotation marks, or italics to indicate titles of works. j. Write multiple cohesive paragraphs on topic.
Vocabulary Acquisition	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	5.FL.VA.7a Determine or clarify meaning of unknown and multiple-meaning words and phrases based on grade reading and content, choosing flexibly from range of strategies. i. Use context as clue to meaning of word or phrase. ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to meaning of word. iii. Consult reference materials, print and digital, to find pronunciation and determine or clarify precise meaning of key words and phrases. 5.FL.VA.7b Demonstrate understanding of figurative language, word

¹⁶⁰ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_2_-_ELA.pdf.

		<p>relationships, and nuances in word meanings.</p> <p>i. Interpret figurative language, including similes and metaphors, in context. ii. Recognize and explain meaning of common idioms and proverbs. iii. Use relationship between particular words to better understand each word. 5.FL.VA.7c</p> <p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.</p>
Tennessee State Writing Rubrics		
Informational - Explanatory¹⁶¹	Focus and Organization	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains an effective and relevant introduction. • utilizes effective organizational strategies to group related information logically and to aid in comprehension. • effectively establishes relationships among ideas and concepts. • contains effective and relevant concluding statement or section.
	Development	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • utilizes well-chosen, relevant, and sufficient evidence from the stimuli to thoroughly and insightfully develop the topic. • thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear, insightful understanding of the topic, task, and stimuli.
	Language	<p>The writing:</p> <ul style="list-style-type: none"> • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to task. • utilizes sophisticated and varied transitional words and phrases.
	Conventions	<p>The writing:</p> <ul style="list-style-type: none"> • demonstrates consistent and sophisticated command of grade level conventions of standard written English. • may contain few minor errors that do not interfere w/meaning.
Narrative¹⁶²	Focus and Organization	<p>In response to the task and the stimulus, the writing:</p> <ul style="list-style-type: none"> • effectively establishes a relevant situation to orient the reader and introduces a narrator and/or characters. • utilizes effective organizational strategies to establish a sequence of events that unfolds naturally and logically. • contains an effective conclusion that follows from the narrated events or experiences.
	Development	<p>In response to the task and the stimulus, the writing:</p>

¹⁶¹ https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g4-5_explanatory.pdf.

¹⁶² https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g4-5_narrative.pdf.

		<ul style="list-style-type: none"> • effectively utilizes relevant narrative techniques, such as dialogue, description, and pacing, to thoroughly develop experiences, events, and/or characters. • effectively incorporates relevant, well-chosen details from the stimulus. • effectively demonstrates clear understanding of task and stimulus by using relevant, well-chosen, descriptive details in order to convey precise picture of experiences, events, and/or characters.
	Language	<p>The writing:</p> <ul style="list-style-type: none"> • illustrates consistent and sophisticated command of precise language, including sensory details, appropriate to the task. • utilizes sophisticated and varied transitional words and phrases.
	Conventions	<p>The writing:</p> <ul style="list-style-type: none"> • demonstrates consistent and sophisticated command of grade-level conventions of standard written English. • may contain few minor errors that do not interfere w/meaning.
Opinions ¹⁶³	Focus and Organization	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • contains an effective and relevant introduction. • states and maintains a clear and sophisticated opinion or point of view. • utilizes effective organizational strategies to logically group and order ideas to support the writer's purpose. • effectively establishes relationships among opinions, reasons, and evidence. • contains an effective and relevant concluding statement or section.
	Development	<p>In response to the task and the stimuli, the writing:</p> <ul style="list-style-type: none"> • utilizes well-chosen, relevant, and sufficient evidence from the stimuli to insightfully support the writer's opinion. • thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to the writer's opinion and demonstrating a clear, insightful understanding of the topic, task, and stimuli.
	Language	<p>The writing:</p> <ul style="list-style-type: none"> • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to task. • utilizes sophisticated and varied transitional words and phrases.
	Conventions	<p>The writing:</p> <ul style="list-style-type: none"> • demonstrates consistent and sophisticated command of grade-level conventions of standard written English.

¹⁶³ https://www.tn.gov/content/dam/tn/education/documents/rubric_writing_g4-5_opinion.pdf.

		<ul style="list-style-type: none"> • may contain a few minor errors that do not interfere with meaning.
Tennessee Academic Standards for Mathematics¹⁶⁴		
Domain	Cluster	Standard
Operations and Algebraic Thinking	A. Write and interpret numerical expressions.	<p>5.OA.A.1 Use parentheses and/or brackets in numerical expressions and evaluate expressions having these symbols using conventional order (Order of Operations). 5.OA.A.2 Write simple expressions that record calculations with numbers and interpret numerical expressions without evaluating them. <i>For example, express the calculation "add 8 and 7, then multiply by 2" as $2 \times (8 + 7)$. Recognize that $3 \times (18,932 + 921)$ is three times as large as $18,932 + 921$, without having to calculate the indicated sum or product.</i></p>
	Analyze patterns and relationships.	<p>5.OA.B.3 Generate two numerical patterns using two given rules. For example, given rule "Add 3" and starting number 0, and given rule "Add 6" and starting number 0, generate terms in resulting sequences. a. Identify relationships between corresponding terms in two numerical patterns. For example, observe that terms in one sequence are twice corresponding terms in the other sequence. b. Form ordered pairs consisting of corresponding terms from two numerical patterns and graph the ordered pairs on a coordinate plane.</p>
Number and Operations in Base Ten	A. Understand the place value system.	<p>5.NBT.A.1 Recognize that in multi-digit number, digit in one place represents 10 times as much as it represents in place to its right and $1/10$ of what it represents in place to its left. 5.NBT.A.2 Explain patterns in number of zeros of product when multiplying a number by powers of 10 and explain patterns in placement of decimal point when decimal is multiplied or divided by power of 10. Use whole-number exponents to denote powers of 10. 5.NBT.A.3 Read and write decimals to thousandths using standard form, word form, and expanded form (e.g., expanded form of 347.392 is written as $3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$). Compare two decimals to thousandths based on meanings of digits in each place and use symbols $>$, $=$, and $<$ to show relationship. 5.NBT.A.4 Round decimals to nearest hundredth, tenth, or whole number using understanding of place value.</p>
	B. Perform operations with multi-digit whole numbers and with decimals to hundredths.	<p>5.NBT.B.5 Fluently multiply multi-digit whole numbers (up to three-digit by four-digit factors) using appropriate strategies and algorithms. 5.NBT.B.6 Find whole-number quotients and remainders of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, properties of operations, and/or relationship between multiplication and division. Illustrate and explain calculation by using equations, rectangular arrays, and/or area models.</p>

¹⁶⁴ https://www.tn.gov/content/dam/tn/education/standards/math/stds_math.pdf.

		5.NBT.B.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between operations; assess the reasonableness of answers using estimation strategies. (Limit division problems so that either the dividend or the divisor is a whole number.)
Number and Operations - Fractions	A. Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce equivalent sum or difference of fractions with like denominators. 5.NF.A.2 Solve contextual problems involving addition and subtraction of fractions referring to same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.
	B. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.3 Interpret a fraction as division of numerator by denominator ($a/b = a \div b$). Solve contextual problems involving division of whole numbers leading to answers in form of fractions or mixed numbers by using visual fraction models or equations to represent problem. <i>For example, if 8 people want to share 49 sheets of construction paper equally, how many sheets will each person receive? Between what two whole numbers does your answer lie?</i> 5.NF.B.4 Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction by a fraction. a. Interpret product $a/b \times q$ as $a \times (q \div b)$ (partition quantity q into b equal parts and then multiply by a). Interpret product $a/b \times q$ as $(a \times q) \div b$ (multiply a times quantity q and then partition product into b equal parts). b. Find area of rectangle with fractional side lengths by tiling it with unit squares of appropriate unit fraction side lengths and show that area is same as would be found by multiplying side lengths. Multiply fractional side lengths to find areas of rectangles and represent fraction products as rectangular areas. 5.NF.B.5 Interpret multiplication as scaling (resizing). a. Compare size of product to size of one factor on basis of size of other factor, without performing indicated multiplication. <i>For example, know if product will be greater than, less than, or equal to factors.</i> b. Explain why multiplying a given number by fraction greater than 1 results in product greater than given number (recognizing multiplication by whole numbers greater than 1 as familiar case); explain why multiplying a given number by fraction less than 1 results in product less than given number; and relate principle of fraction equivalence $a/b = (a \times n)/(b \times n)$ to effect of multiplying a/b by 1. 5.NF.B.6 Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models or equations to represent problem. 5.NF.B.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. a. Interpret

		<p>division of unit fraction by non-zero whole number and compute such quotients. <i>For example, use visual models and relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</i> b. Interpret division of whole number by unit fraction and compute such quotients. <i>For example, use visual models and relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</i> c. Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions by using visual fraction models and equations to represent problem. <i>For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ cup servings are in 2 cups of raisins?</i></p>
Measurement and Data	<p>A. Convert like measurement units within a given measurement system from a larger unit to a smaller unit.</p>	<p>5.MD.A.1 Convert customary and metric measurement units within single system by expressing measurements of larger unit in terms of smaller unit. Use these conversions to solve multi-step real-world problems involving distances, intervals of time, liquid volumes, masses of objects, and money (including problems involving simple fractions or decimals). <i>For example, 3.6 liters and 4.1 liters can be combined as 7.7 liters or 7700 milliliters.</i></p>
	<p>B. Represent and interpret data.</p>	<p>5.MD.B.2 Make line plot to display data set of measurements in fractions of unit ($1/2, 1/4, 1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p>
	<p>C. Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</p>	<p>5.MD.C.3 Recognize volume as attribute of solid figures and understand concepts of volume measurement. a. Understand that cube with side length 1 unit, called "unit cube," is said to have "one cubic unit" of volume and can be used to measure volume. b. Understand that solid figure which can be packed without gaps or overlaps using n unit cubes is said to have volume of n cubic units. 5.MD.C.4 Measure volume by counting unit cubes, using cubic centimeters, cubic inches, cubic feet, and improvised units. 5.MD.C.5 Relate volume to operations of multiplication and addition and solve real-world and mathematical problems involving volume of right rectangular prisms. a. Find volume of right rectangular prism with whole-number side lengths by packing it with unit cubes and show that volume is same as would be found by multiplying edge lengths, equivalently by multiplying height by area of base. Represent whole-number products of three factors as volumes (e.g., to represent associative property of multiplication). b. Know and apply formulas $V = l \times w \times h$ and $V = B \times h$ (where B represents area of base) for rectangular prisms to find volumes of right rectangular prisms with whole</p>

		number edge lengths in context of solving real-world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding volumes of non-overlapping parts, applying this technique to solve real-world problems.
Geometry	A. Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.A.1 Graph ordered pairs and label points using first quadrant of coordinate plane. Understand in ordered pair that first number indicates horizontal distance traveled along x-axis from origin and second number indicates vertical distance traveled along y-axis, with convention that names of two axes and coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). 5.G.A.2 Represent real-world and mathematical problems by graphing points in first quadrant of coordinate plane and interpret coordinate values of points in context of situation.
	B. Classify two dimensional figures into categories based on their properties.	5.G.B.3 Classify two-dimensional figures in hierarchy based on properties. Understand that attributes belonging to category of two-dimensional figures also belong to all subcategories of that category. For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

Tennessee Academic Standards for Science¹⁶⁵

Disciplinary Core Idea	Standards
5.PS1: Matter and Its Interactions	1) Analyze and interpret data from observations and measurements of physical properties of matter to explain phase changes between solid, liquid, or gas. 2) Analyze and interpret data to show that amount of matter is conserved even when it changes form, including transitions where matter seems to vanish. 3) Design process to measure how different variables (temperature, particle size, stirring) affect rate of dissolving solids into liquids. 4) Evaluate results of experiment to determine whether mixing of two or more substances result in change of properties.
5.PS2: Motion and Stability: Forces and Interactions	1) Test effects of balanced and unbalanced forces on speed and direction of motion of objects. 2) Make observations and measurements of object's motion to provide evidence that pattern can be used to predict future motion. 3) Use evidence to support that gravitational force exerted by Earth on objects is directed toward Earth's center. 4) Explain cause and effect relationship of two factors (mass and distance) that affect gravity. 5) Explain how forces can create patterns within system (moving in one direction, shifting back and forth, or moving in cycles), and describe conditions that affect how fast or slowly these patterns occur.

¹⁶⁵ https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/massivemeetingsfolder/meetingfiles4/10-20-17_III_J_Non-Substantive_Changes_to_Math_ELA__Science_Standards_Attachment_3_-_Science.pdf.

5.LS1: From Molecules to Organisms: Structures and Processes	1) Compare and contrast animal responses that are instinctual versus those that are gathered through the senses, processed, and stored as memories to guide their actions.
5.LS3: Heredity: Inheritance and Variation of Traits	1) Distinguish between inherited characteristics and those characteristics that result from direct interaction with environment. Apply this concept by giving examples of characteristics of living organisms that are influenced by both inheritance and the environment. 2) Provide evidence and analyze data that plants and animals have traits inherited from parents and that variations of these traits exist in a group of similar organisms.
5.LS4: Biological Change: Unity and Diversity	1) Analyze and interpret data from fossils to describe types of organisms and their environments that existed long ago. Compare similarities and differences of those to living organisms and their environments. Recognize that most kinds of animals (and plants) that once lived on Earth are now extinct. 2) Use evidence to construct explanation for how variations in characteristics among individuals within same species may provide advantages to these individuals in their survival and reproduction.
5.ESS1: Earth's Place in the Universe	1) Explain that differences in apparent brightness of sun compared to other stars is due to their relative distances from the Earth. 2) Research and explain position of Earth and solar system within Milky Way galaxy and compare the size and shape of Milky Way to other galaxies in universe. 3) Use data to categorize different bodies in our solar system including moons, asteroids, comets, and meteoroids according to their physical properties and motion. 4) Explain cause and effect relationship between positions of sun, earth, and moon and resulting eclipses, position of constellations, and appearance of moon. 5) Relate tilt of Earth's axis, as it revolves around sun, to varying intensities of sunlight at different latitudes. Evaluate how this causes changes in day-lengths and seasons. 6) Use tools to describe how stars and constellations appear to move from Earth's perspective throughout seasons. 7) Use evidence from presence and location of fossils to determine order in which rock strata were formed.
5.ETS1: Engineering Design	1) Research, test, re-test, and communicate design to solve problem. 2) Plan and carry out tests on one or more elements of prototype in which variables are controlled and failure points are considered to identify which elements need to be improved. Apply results of tests to redesign prototype. 3) Describe how failure provides valuable information toward finding solution.
5.ETS2: Links Among Engineering, Technology, Science, and Society	1) Use appropriate measuring tools, simple hand tools, and fasteners to construct prototype of new or improved technology. 2) Describe how human beings have made tools

	and machines (X-ray cameras, microscopes, satellites, computers) to observe and do things that they could not otherwise sense or do at all, or as quickly or efficiently. 3) Identify how scientific discoveries lead to new and improved technologies.
Tennessee Academic Standards for Social Studies¹⁶⁶	
Prior to Civil War: Students summarize the events leading up to the Civil War.	
	<p>5.1 Compare and contrast myth of Antebellum South to realities of region including harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P) 5.2 Interpret sectional differences between North and South in economics, transportation, and population. (C, E) 5.3 Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) - Sojourner Truth, Frederick Douglass, Grimke sisters, William Lloyd Garrison 5.4 Draw on information from multiple print or digital resources explaining events that made slavery national issue during mid-19th century, including: (C, E, G, P) Missouri Compromise, Uncle Tom's Cabin, Compromise of 1850, Brook's attack on Sumner, Kansas-Nebraska Act, John Brown's Raid, Dred Scott case.</p>
The Civil War and Reconstruction (1860-1877): Understand the causes, course, and consequences of the Civil War, and explain the successes and failures of Reconstruction.	
	<p>5.5 Evaluate each candidate in campaign of 1860 and analyze how campaign reflected sectional turmoil of country. (H, P, TN) 5.6 Explain with supporting details why Tennessee was divided on issue of secession and events that led it to eventually leave Union to include: state convention vote of 1861, Free and Independent State of Scott, Hurst Nation, East Tennessee mostly pro-Union and divided families. (H, P, TN) 5.7 Determine meaning of terms of period with visual representation, including: (G, C) Union and Confederate States, Yankees and Rebels, Blue and Gray, Johnny Reb and Billy Yank 5.8 Analyze geographic, social, political, and economic strengths and weakness of North and South. (E, G, H, P) 5.9 Identify Border States and efforts of both sides to secure them to their cause. (G, H) 5.10 Create visual display to explain Union's Anaconda Plan for defeating Confederacy and how geography of South formed Eastern, Western, and Trans-Mississippi theaters of war. (G, H, P) 5.11 Explain significance and outcome of major battles and identify location on map or visual representation, including: (G, H, TN) • Fort Sumter, First Battle of Bull Run, Fort Henry and Donelson, Shiloh, Antietam, Gettysburg, Vicksburg, Chickamauga, Franklin, Nashville, Appomattox Court House 5.12 Draw on informational text to explain roles of military and civil leaders during Civil War, including: (C, H, P) Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Frederick Douglass, Clara Barton 5.13 Read and write informative piece summarizing Gettysburg Address to determine meaning and significance. (H) 5.14 Use concrete words, phrases, and sensory details to describe experience of war on battlefield and home front. (H, C) 5.15 Explain contributions of Tennesseans during war, including: (H, TN) Nathan Bedford Forrest, Sam Watkins, Andrew Johnson, Matthew Fontaine Maury, Sam Davis 5.16 Evaluate and debate rationales for Emancipation Proclamation. (C, P) 5.17 Explain why Lincoln chose Andrew Johnson as running mate in election of 1864. (H, P, TN) 5.18 Describe physical, social, political and economic consequences of Civil War on southern United States. (E, G) 5.19 Draw on information from multiple print or digital resources to describe impact of assassination of Abraham Lincoln on nation. (H) 5.20 Analyze goals and accomplishments of 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin new life. (C, H, P, TN) 5.21 Compare and contrast different Reconstruction plans of Lincoln, Johnson, and Congress. (H, P) 5.22 Integrate information from several texts about intent and failure of impeachment of Andrew Johnson. (H, P, TN) 5.23 Analyze why Radical Republicans turned to military Reconstruction and backlash resulting in rise of Klu Klux Klan, black codes, and vigilante justice. (H, P, TN) 5.24 Explain impact of Tennessee Constitutional Convention of 1870, including</p>

¹⁶⁶ https://www.tn.gov/content/dam/tn/education/standards/ss/std_ss_gr_5.pdf.

poll taxes, segregation, and funds for public education. (E, P, TN) **5.25** Explain compromise that ended Reconstruction with election of Rutherford B. Hayes. (P) **5.26** Describe impact of yellow fever during 1870s; why it was particularly deadly in West Tennessee and election of African Americans to General Assembly. (G, H, TN)

Industrial America and Westward Expansion: Students explain the various causes and consequences of the Second Industrial Revolution and events in Tennessee, and describe the nation's growing role in world affairs.

5.27 Explain need for South and Tennessee to move toward industry and mechanization after the Civil War and identify examples of effort, including Coca Cola bottling in Chattanooga, mining on Cumberland Plateau, coal and iron processing, growth of urban areas, and increase in railroads. (G, E, H, TN) **5.28** Map sources of new immigration from Southern and Eastern Europe, China, and Japan, and interpret narratives and excerpts from informational text describing role that Chinese and Irish laborers played in development of Transcontinental Railroad. (C, E, G, H) **5.29** Summarize why United States was viewed as land of opportunity by immigrants versus growing sense of protectionism and nativism by American citizens. (C, P) **5.30** Write argumentative piece from viewpoint of American Indians and viewpoint of American settlers about their rights to land west of Mississippi River. **5.31** Analyze appeal of Great Plains to settlers and immigrants, including geographical factors, railroads, homesteading rights, and absence of American Indians. (G, H) **5.32** Describe role of Buffalo Soldiers in settling West, including Tennessee native George Jordan. (H, TN) **5.33** Write short piece with concrete words, phrases, and sensory details of life on Great Plains from viewpoint of particular immigrant or migrant group. (C, G, H) **5.34** Engage in collaborative discussion to explore ideas and events of Gilded Age and determine significance, including: (C, E, H, P) political machines, major scandals, economic disparity, industrial capitalists **5.35** Describe child labor and working conditions in factories. (C, E, H) **5.36** Analyze role of Samuel Gompers and American Federation of Labor in changing standards for working conditions. (E, H, P) **5.37** Use graphic organizer to provide information about important business leaders, inventors, and entrepreneurs and impact they had on American society, including: (C, E, H) Thomas Edison, Alexander Graham Bell, Henry Ford, George Eastman, George Washington Carver, Henry Bessemer, Swift and Armour, Cornelius Vanderbilt **5.38** Use multiple media elements to create presentation describing 1897 Centennial Exposition, including its purpose, sights, exhibits, and impact on state. (TN) **5.39** Analyze causes, course, and consequences of Spanish American War, including: (C, E, G, H, TN) • yellow journalism • USS Maine • Rough Riders • Imperialism **5.40** Analyze major goals, struggles, and achievements of Progressive Era, including attacking racial discrimination, child labor, big business, conservation, and alcohol use: (C, E, P) Anti-Trust laws, 16th, 17th, 18th and 19th Amendments, immigration reform **5.41** Describe effects of Jim Crow Laws on nation and Tennessee and efforts of Ida B. Wells and Randolph Miller to bring attention to inequalities of segregation. (C, H, P, TN)

World War I, The Roaring Twenties, and World War II: Students will analyze the involvement of the United States during World War I, the cultural, economic, and political developments of the 1920s, and the causes and course of World War II

5.42 Summarize reasons for American entry into World War I, including submarine attacks on Lusitania and Zimmerman Telegram. (H, P) **5.43** Locate and map countries of Central and Allied Powers during World War I. (G) **5.44** Explain roles of significant people and groups in World War I, including Herbert Hoover, John J. Pershing, doughboys, Lawrence Tyson, and Alvin C. York. (H, TN) **5.45** Refer to details and examples in text to explain aims of world leaders in Treaty of Versailles and why United States rejected Wilson's League of Nations. (C, E, G, H, P) **5.46** Evaluate role of Tennessee as "Perfect 36" and work of Anne Dallas Dudley, Harry Burn, and Governor Roberts in fight for women's suffrage and Josephine Pearson's opposition. (C, P, TN) **5.47** Make connections with growth of popular culture of "Roaring Twenties" with the following: (C, E, TN) W.C. Handy, Bessie Smith, automobiles, radios, and nickelodeons, Harlem Renaissance, WSM, Grand Ole Opry, Charles Lindbergh and Spirit of St. Louis, mass production, "just in time" inventory, appliances. **5.48** Determine meaning and use of economic terms credit, interest, and debt and role these played in economy of the 1920s. (E) **5.49** Analyze events that caused Great Depression and its impact on nation and Tennessee, including mass unemployment, Hoovervilles, and soup kitchens. (C, E, H, TN) **5.50** Use specific textual evidence from primary and secondary sources to summarize success, failures, and challenges of President Roosevelt's New Deal

policies, including: (C, E, G, H, TN) Social Security, Civilian Conservation Corps, Federal Deposit Insurance Corporation, Tennessee Valley Authority, Cumberland Homesteads, Great Smoky Mountains National Park **5.51** Compare and contrast first hand and second-hand account of impact of Dust Bowl of 1930s. (E, G, C) **5.52** Using graphic organizer to compare and contrast rise of fascism, totalitarianism, and Nazism in Europe and Japan, leaders and goals of Germany, Italy, and Japan. (P, H) **5.53** Compare and contrast different stories from media, and informational text regarding bombing of Pearl Harbor and its impact on United States, including USS Arizona and USS Tennessee and America's entry in war. (H, TN) **5.54** Evaluate constitutionality of Japanese internment during war. (C, E, P, H) **5.55** Locate Axis and Allied Powers and major theaters of war on map. (G) **5.56** With supporting facts and details provide reasons for rationing, victory gardens, design of The Rosie the Riveter ideal (Avco jobs for Tennessee women) and Women Airforce Service Pilots-Cornelia Fort. (C, E, H, TN) **5.57** Write informative text about Holocaust and its impact. (C, P, H) **5.58** Clarify reasons for German surrender and reasons for European division of Germany. (G, H) **5.59** Describe role of Manhattan Project and Oak Ridge, Tennessee in ending World War II and decision to drop atom bomb on Japan. (H, TN) **5.60** Explain purpose of formation of the United Nations and role of Cordell Hull. (H, TN)

The Modern United States: Students will examine the history of the United States since the conclusion of World War II.

5.61 Identify reasons for growth of suburbs, home ownership, mass media, Interstate Highway System, and consumer society after war. (C, E, G) **5.62** Examine meaning and main events of "Cold War," including Space Race, Berlin Wall, arms race, Rosenbergs, and Cuban Missile Crisis. (C, E, H, P) **5.63** Trace Korean War, its outcome, and use of United Nations peacekeeping troops. (E, H, P) **5.64** Refer to details and examples about significance of Tennessee in popular music, including Sun Studios, Stax Records, Elvis Presley, B.B. King, and Memphis, Tennessee. (C, TN) **5.65** Analyze key events and struggles during Civil Rights Movement, including: (C, E, H, P) Brown v. Board of Education, Non-violent protest and influence of Highlander Folk School, Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee, Montgomery Bus Boycott and Rosa Parks, Tent Cities in Fayette and Haywood Counties, Nashville Sit-Ins and Diane Nash, Freedom Riders, Dr. Martin Luther King, Jr. **5.66** Explain effect President Kennedy's assassination had on country, including passage of Civil Rights Act and Voting Rights Act, and continuing space program. (H, P) **5.67** Integrate information from variety of texts to explain cause, controversy of, and outcome of Vietnam War. (C, E, G, H, P) **5.68** Determine main ideas surrounding presidency of Nixon, including end of Vietnam War, trip to China, Watergate, and resignation. (E, H, P) **5.69** Investigate works of Alex Haley and his influence on American culture. (C, TN) **5.70** Analyze significant events of Reagan's presidency, including: (C, E, H, P) Return of national pride, economic recovery, decline of Cold War, immigration policy change **5.71** Explain events that lead to Persian Gulf War and its outcome. (E, G, H, P) **5.72** Summarize significant contributions to American culture of entrepreneurs and innovators, including: (C, E, T) Ray Kroc, Sam Walton, Fred Smith, Bill Gates, Michael Dell, Steve Jobs **5.73** Analyze increase in terrorism, tragedy of September 11, 2001, and role of United States in Afghanistan and war in Iraq. (C, G, H, P) **5.74** Identify significance of election of 2008, including primary run of Hillary Clinton and election of Barack Obama. (C, H, P)

1.5 Phase-In/Turnaround Planning

Not applicable.

1.6 High School Graduation and Post-Secondary Readiness

Not applicable.

1.7 Assessments

(a) Primary Interim Assessments and Alignment to Curriculum

At Beacon College Prep, a rigorous curriculum based in the Tennessee State and Common Core State Standards will align directly to reliable, aligned interim assessments which will be used to analyze scholar

mastery of standards throughout the school year. Data will drive all instructional decisions, and interim assessment data will be used to (a) determine small groups for reading and math, (b) inform plans to address skill gaps, (c) assess how we approach units from one year to the next, (d) inform any curricular or instructional changes, and (e) impact the details of our weekly professional development and ongoing individualized teacher coaching needs. Interim assessments at the conclusion of every quarter will be administered in reading, math, science, and writing.

Interim assessments in math, science and writing will be created or adapted by the Head of School, the foundation for which will be drawn from our curricular choices described in **Section 1.3** or from high performing schools such as Nashville Classical.¹⁶⁷ In subsequent years, this task will be shared with the Dean(s) of Curriculum. In addition to curriculum-aligned interim assessments, scholars will take the Strategic Teaching and Evaluation of Progress (“STEP”) assessment in reading to gauge reading levels, measure growth, and identify specific areas of instruction needed. For a comprehensive description of assessments used at Beacon College Prep, please see **Section 1.7(b)**. **Figure 1.7(a)** describes interim assessment creation.

Figure 1.7(a): Beacon College Prep Primary Interim Assessments

Subject	Base/Model	Rationale/Alignment
Reading (K-2)	Strategic Teaching and Evaluation of Progress (“STEP”) ¹⁶⁸	The STEP assessment will serve as our primary reading interim assessment because of its rigor and alignment to the key indicators of a successful early elementary school reader: phonemic awareness, fluency, verbal comprehension, and written comprehension
Reading (3-5)	High performing schools such as Nashville Classical Charter School ¹⁶⁹	Our rigorous and supportive K-2 literacy curriculum outlined in Section 1.3 will prepare our scholars to move beyond the foundational skills of reading and experience classic novels through our Great Books curriculum and nonfiction texts through Core Knowledge. These curricular pieces do not have provided interim assessments, thus we will rely on high performing schools which use these curricular items successfully. The Head of School will adapt interim assessments used by schools such as Nashville Classical. These assessments will be backwards planned in alignment with the TAS and CCSS to ensure our scholars are on track for grade level content mastery.
Math	Eureka Math ¹⁷⁰	Module assessments will allow teachers to measure proficiency on relevant standards and skills from a given unit. Eureka does not provide an interim assessment spanning multiple units, thus it will be created by the Head of School in the planning year and year 1, and will transition to the Dean of Curriculum in year 2. Assessments will be backwards planned in alignment with the TAS and CCSS to ensure our scholars are on track for grade level content mastery.
Math and Reading (2-5)	ANET ¹⁷¹	ANET Interim Assessments are nationally normed and aligned to the TAS used for standardized testing. Beginning these assessments in second grade will offer an additional tool to gauge readiness and predict proficiency towards TN Ready. Using this assessment in testing grades will serve as a predictor for 3-5 scholars mastery of grade level

¹⁶⁷ A Letter of Support from Nashville Classical can be found in **Attachment E**.

¹⁶⁸ We have allocated over \$25,000 to the acquisition of STEP materials in Y1. For more information, please reference **Budget** tab 6, row 143.

¹⁶⁹ Nashville Classical has offered their support in creation of curricular materials, including interim assessments. See **Attachment E**.

¹⁷⁰ For more information about Eureka Math, please reference **Section 1.3**.

¹⁷¹ More information about ANET can be found in **Section 1.4**, and our budget allocation in tab 8, line 143 in our **Budget**.

		standards throughout the year, leading to TN Ready.
Science	High performing schools such as Nashville Classical Charter School	Science curriculum will be based on materials shared by Nashville Classical and their infusion of the Core Knowledge curriculum into science. Thus, the Head of School will create interim assessments using models borrowed from schools such as Nashville Classical.
Writing	High performing schools such as Uncommon Schools	Writing assessments will include short writing prompts across content areas, representing both narrative and text-based responses, and will include longer writing responses that are grade-level appropriate. All writing prompts will include qualitative and quantitative rubrics that are student- and family-friendly and aligned to TN standards.

(b) Measuring and Evaluating Academic Progress

Beacon College Prep will carefully select assessments to provide us with ongoing sources of data allowing us to evaluate individual students, student cohorts, student sub-groups, and the entire school. We will use assessments to measure scholar growth in varying lengths of time, from daily and weekly instruction, to yearly progress and mastery, to progressive mastery from year to year. Please see **Figure 1.7(b)** for assessments used, frequency of use, and their purpose and instructional use.

Figure 1.7(b): Beacon College Prep Assessment Program

Type	Grade Level	Title	Frequency	Purpose & Use
Nationally Normed Referenced	All	NWEA MAP	Every 6-8 weeks	Purpose: To measure performance of our students compared to peers nationally. To measure individual student growth over one academic year and over time enrolled in our school. Use: To determine each student's RIT level. To inform Tier 1 instruction. To identify individual support for scholar specific skill gaps and to differentiate blended learning. To inform scholar growth as well as potential need for further intervention. ¹⁷²
State Mandated	3-5	TNReady	Once per year: spring	Purpose: To measure scholar mastery toward Tennessee Academic Standards (TAS). Use: To evaluate and inform curriculum choices, potential changes to our academic model, as well as set academic and development priorities within grades and teachers.
Interim Assessments	K, 1	Internal Interim Assessments	Four times per year: every 6 - 8 weeks	Purpose: To track scholar mastery towards rigorous, standards based EOY assessments. Use: To review scholar performance and inform instructional choices such as reteach lessons, small group formation, and supports provided during RTI.
	2-5	ANET	Four times per year: every 6 - 8 weeks	Purpose: To measure progress towards mastery of TAS and college-ready standards. To evaluate student achievement in comparison to other schools with similar demographics. Use: To find trends and set instructional priorities. We will follow a data protocol, analyzing data

¹⁷² More information about how NWEA MAP is used during our RTI2 process can be found in **Section 1.4**.

				on a designated data day. Protocol can be read in more detail in Section 2.5 where we describe our Data Days.
Unit Assessments	All	Math: Eureka Math Module Assessment	Upon conclusion of each unit. Every 6-8 weeks	Purpose: To measure students' progress towards mastery of standards covered in specific unit of study. Use: To assess and inform instruction, curriculum, supports and interventions. Examples include planning reteach lessons, adjusting small groupings or any other changes to Tier I instruction. Head of School (and Dean(s) of Curriculum as hired) will lead teachers to analyze scholar work to determine student misconceptions and plan 6-8 week action plans for small group instruction focusing on any necessary remediation or spiral review or to adjust curriculum.
		All Other: HOS-created assessments aligned to curriculum		
Daily and Weekly Assessments	All	Internally created and/or aligned to assessment based lesson plans.	Daily and weekly in classrooms.	Purpose: To track daily and weekly progress of scholar mastery towards standards level assessments and academic goals. Use: To publicly track scholar growth and master; bi-weekly progress reports will be sent home to families. To adjust upcoming lessons and evaluate lesson effectiveness and scholar mastery of standards, identifying individual, subgroup, and class interventions and areas of need.
Nationally Normed	All	Strategic Testing and Evaluation of Progress (STEP)	Four times per year, every 6 weeks.	Purpose: To assess scholar reading levels and specific areas of growth regarding, phonemic awareness, fluency, and oral and written comprehension. Use: To analyze scholar reading levels and needs; analysis will be conducted after each assessment and inform small group instruction and individual/subgroup interventions.

Measuring Scholar Academic Progress: Excellent teaching drives excellent academic results, and excellent teaching must be targeted, intentional and informed by academic data. We will use the assessments described in **Figures 1.7a** and **1.7(b)** to adequately monitor scholar performance on a daily, weekly, monthly, quarterly, and annual basis. Beginning our school year with administration of NWEA MAP and STEP assessments will allow leaders and teachers to identify present levels of achievement which will be used to identify tiered levels of support such as targeted grouping for math and literacy rotations and RTI² interventions. Continued use of STEP every 6 weeks and NWEA MAP approximately every 8 weeks will allow us to measure understand academic progress throughout the year.

On a consistent basis, teachers and instructional leaders will use daily exit tickets and weekly assessments to plan more immediate instructional adjustments and individual interventions. These assessments will be used to gauge effectiveness of individual lessons and inform academic planning in the short term. Content specific interim and module assessments in reading and math will serve as a way to assess scholar understanding of units as a whole, inform effectiveness of curriculum, academic models, and teaching strategies. Assessments will allow leaders and teachers to know how scholars are progressing towards mastery of grade level content. For specific individual, cohort, subgroup, and school specific goals, reference **Section 1.4**.

Evaluating Scholar Academic Performance: Data collection will be paired with meaningful, well facilitated data analysis and action planning. The Head of School in year 1, in conjunction with the Dean(s) of Curriculum in subsequent years, will lead teachers in disaggregating and analyzing data, action planning, and systems for progress monitoring. Data analysis will happen in a number of settings.

- **Preparation of Daily/Weekly Lessons:** Teachers will use data during intellectual preparation of lessons. Knowing which questions or topics were not mastered on a lesson's exit ticket will allow a teacher to plan the next day's spiral review during a "do now." Teachers will ask certain scholars questions based on character feeling during the read aloud lesson after reviewing guided reading notes and records.
- **Weekly Coaching Conversations:** Teachers will work 1:1 with their coach¹⁷³ to review observation feedback as well as cohort, subgroup, and individual scholar data. During this time teachers will get support in planning reteach plans, strategies for targeting specific skills, or planning for potential scholar misconceptions based on previous data.
- **Abbreviated Wednesdays:** Our abbreviated Wednesday schedule allows for multiple opportunities to analyze data named by the assessments above. Collaborative planning will allow teachers to analyze weekly and unit data to inform next steps and share resources. Teachers across grades will plan ways to spiral practice or review into multiple subjects, and how to collectively improve scholar proficiency across content areas. For example, if specific scholars are working to improve answering factual questions in reading, during math, a different teacher may focus on those scholars to name important aspects of a word problem.
- **Data Days:** Data days are full day professional development days that follow each STEP and interim assessment round each year. STEP Analysis includes identifying class-wide trends, grouping scholars into new literacy groups, and creating a 6-8 week action plan targeted to meet the gaps identified during the assessment. Action plans will address objectives and skills taught during guided reading, reading mastery, and intervention blocks where applicable.

Beacon College Prep will analyze individual scholar data, scholar cohort data, scholar subgroup data, as well as whole school data. Information on our use of data by group is outlined below.

- **Individual Scholars:** Inside the classroom scholars may receive preferential seating closer to the teacher for increased work monitoring, intentional groupings with scholars with similar/different academic strengths, and/or added support during breakfast, lunch, or specials as needed. Assessment data will be used to increase levels of support as needed per our RTI protocol. Increased time, and smaller group sizes will allow us to meet the needs of all scholars during our RTI block every day.¹⁷⁴ We will take a transparent and proactive approach to family communication with all supports being offered to their scholar. Ongoing written communication will be via bi-weekly progress reports and verbal communication through scheduled meetings with teachers as well as the SST as necessary.
- **Scholar Cohorts:** Responding to student cohorts will involve curricular and instructional adjustments. After unit and interim assessments cohort data will be used to assessed trends across the large range of scholars. This information will inform professional development planning, teacher coaching, and reteach plans. End-of-year cohort data will inform teaching and curriculum evaluation.
- **Scholar Subgroups:** Subgroup analysis will allow us to evaluate scholar performance compared to others. The Head of School and Scholar Supports Coordinator will work together to monitor scholar work samples and assessment data to gauge effectiveness of interventions, plan for appropriate supports, and communicate with families as needed. Beginning of Year, Mid-Year, and End of year MAP, STEP, and Interim Assessments will allow our SST to monitor and evaluate progress, interventions, and instructional practices on a 6-8 week basis. Each assessment window will be followed by a full Data Day, allowing for eight hours of data analysis, action planning, and ongoing professional development around instructional practices.¹⁷⁵

¹⁷³ In Y1, the HOS will coach all teachers, beginning in Y2 the Dean of Curriculum will also coach. In Y3, the SSC will coach SPED teachers. By Y5, the Lower Academy and Upper Academy Deans will coach their respective teachers, and the SSC will coach all SPED teachers.

¹⁷⁴ Reference [Section 1.8](#) for more information about our RTI blocks.

¹⁷⁵ Reference [Section 2.5](#) for more information about Data Days and professional development.

- **Whole School:** Analysis of whole school data will be used to measure and track progress towards annual goals and evaluate the effectiveness of staffing and programmatic elements of our school. Academic, behavioral, family engagement, attendance, and enrollment data will all play a part in whole school data analysis. In years 1 and 2, we will use interim assessment and NWEA MAP data to track progress towards readiness of testing beginning in grade 3. End of year STEP, MAP, Eureka Math and ANET (beginning in Y2) data will allow us to identify academic trends and identify academic priorities for the following year and gauge the effectiveness of staffing and programmatic elements of our school, including curriculum evaluation and the Board's evaluation of Head of School performance. Whole school behavioral data will allow us to assess implementation of our behavior management system and serve as an assessment of our overall school culture. We will respond to this data by evaluating the implementation of our behavior management system outlined in **Section 1.10** and/or providing necessary professional development opportunities, such as restorative practices or de-escalation techniques to school staff. Family engagement data, like participation rates in parent-teacher conferences or Family University Nights, will allow us to better meet the needs and wants of our families. Analysis of this data could show dates and times that lead to higher participation, or topics of discussion that families found most impactful. Whole school attendance and re-enrollment data will serve as an important data point of parent and family satisfaction, and as a barometer for financial health as BEP will serve as the main source of Beacon College Prep's revenue. Attendance and re-enrollment data will allow us to create and adjust engagement strategies throughout the school year and our canvassing or enrollment strategies during the spring enrollment season.

(c) People, Positions, and Entities Responsible for Building Testing Coordination

The Head of School with the support of the Dean of Operations will be responsible for testing coordination of all major assessments. Lead Founder and Proposed Head of School Joseph Bolduc has three years of experience with testing coordination in the charter sector and has served as School Test Coordinator for NWEA MAP and PARCC. The Director of Operations will function as the school's Testing Coordinator and will appoint a Testing Committee composed of the Coordinator and at least one teacher. This committee will go over schedule changes, security protocol, handling of testing equipment, and procedures to protect the integrity of testing environments and materials. This committee will meet at least six weeks prior to administration of test to determine necessary protocols. The committee will finalize plans at least two weeks prior to administration of test and will communicate testing protocol to all teachers at least one week prior to administration of test during afternoon professional development.

(d) Collection, Analysis, and Communication of Scholar data

Beacon College Prep will ensure consistent and purposeful collection, analysis, and use of scholar data to ensure academic results for our scholars. Using best practices from high performing charter schools around the country and here in Tennessee, Beacon College Prep will systematically approach data analysis to positively impact student outcomes. *Driven by Data: A Practical Guide to Improve Instruction* will be used as a framework for our instructional use of data. Teachers will administer rigorous assessments noted above to inform high quality instruction and scholar supports. The Head of School and Dean(s) of Curriculum will lead teachers in completing deep analysis after each assessment, using the results to make instructional changes such as plans to reteach specific content, small group instructional plans, and assessments of our RTI interventions.

We will ensure use of data during instruction with observation and feedback, curriculum planning, and professional development. In the classroom, teachers will use data to make decisions and inform future instruction through aggressive monitoring of scholar work during class, ongoing checks for understanding, daily exit tickets, and weekly assessments. We will administer STEP and content-specific interim assessments on a 6-8 week cycle to provide data needed to inform and improve instruction. Assessments

will be aligned with the content, skills, and rigor of the TAS and TNReady. Teachers and staff will receive specific training in summer professional development led by the Head of School and/or external experts to support their understanding of the purpose of each assessment, implementation of assessment tools, analysis of data collected, and communication of results.

We will regularly communicate assessment data to our school community; monthly, the Head of School will report data to the Board to ensure it has information needed to conduct academic oversight, achievement towards goals, and Head of School job performance; the Board will report data annually to the authorizer in response to all accountability goals as outlined in the charter document and as measure of our success year to year; all results will be shared with families throughout the year to ensure transparency about scholar achievement and progress.

(e) Responsibilities Data Collection and Analysis

Figure 1.7(c): Responsibilities of Data Collection and Analysis

Person/Position	Responsibilities for Data Collection and Analysis
Teachers	Distribution, administration, collection, and analysis of daily exit tickets, weekly assessments, interim assessments, NWEA MAP, and STEP. Responsible for all applicable lesson and small group interventions, reteaches, or other necessary responses to data.
Instructional Leadership	Development of instructional priorities after collection and analysis of daily exit tickets, weekly assessments, interim assessments, NWEA MAP, STEP, and TNReady. Leaders will use this data to identify necessary areas of teacher support and development and develop any coaching and professional development plans.
Board of Directors	The Board reviews data and ensures the Head of School is driving towards academic goals. The Academic Achievement Committee will review academic dashboards provided by Head of School on monthly basis. Dashboards will include scholar cohort and subgroup achievement and growth data (STEP Assessment, Eureka Module Assessment, recent Interim Assessments, NWEA MAP). Data will be measured against our Academic Accountability Standards outlined in Section 1.4 . The Academic Achievement Committee will report a summary of academic progress to the full Board at monthly Board meetings. Annually, the Board will use data to measure effectiveness of the HOS through an annual evaluation, school policies, and reflect on any necessary programmatic or curricular changes with the HOS. Additionally, the board may choose to increase the rigor of Beacon College Prep's accountability standards upon reflection of year-end data.

(f) Process for Collecting and Interpreting Data

We will facilitate continual data analysis of scholar academic progress through our 10 PD Days (which includes 4 Data Days); for more detail, please see our Annual Calendar in **Attachment A**. During professional development, teachers will engage in a full day of analyzing schoolwide, cohort, subgroup, and individual scholar data. All teachers will develop action plans responding to trends and analysis of gaps in academic performance across classrooms and grades. Leaders will create a plan to address school wide trends and about how to ensure effectiveness of action plan implementation. Teachers and leaders will emerge with a clear plan for intervention and reteaching opportunities for all learners. The Head of School will lead teachers through a deep-dive analysis of assessment questions to understand data through the following questions: (1) What misunderstandings are revealed in the data? (2) Why do you think students failed to reach mastery? (3) What gaps in the instruction of the standard contributed to these misunderstandings? (4) What will you do to help students achieve mastery? (5) What support should we provide for these students? (6) What techniques will you use to address these standards?

(g) Training and Support of Data Analysis

Beacon College Prep will provide consistent and intentional professional development to all staff, from teachers to leaders. Teachers will begin the school year with 17 days of professional development before the first day of school where they will learn about our assessment portfolio (assessments used, purpose, and general timeline). We will provide at least 190 minutes of professional development every week, allowing us to develop teachers' knowledge and skills around assessment administration, data collection tools, analysis protocols, and planning routines. We will build upon this commitment by providing 4 Data Days, scheduled after major assessment. Days will be devoted to assessment analysis and action planning. In year 1 all teacher professional developments will be led by the Head of School. In subsequent years, the Head of School and Dean of Curriculum will share the planning and leading of staff PD.

Beacon College Prep will train leaders as well. We will participate in Building Excellent Schools ("BES") Follow On Support ("FOS") and ensure ongoing development of school leadership. FOS will provide a consistent BES coach to work with Beacon College Prep's Head of School in data analysis, teacher development, and school operations. Beacon College Prep will work closely with well established, high performing schools in the region, and we will take advantage of development opportunities with BES schools such as Freedom Prep, Nashville Classical, Believe Memphis, Memphis Rise, and Purpose Prep. Participation in school-wide professional development, access to school visits, and ongoing conversations with their instructional leadership teams will be a valued development tool for our instructional staff. For Letters of Support from Freedom Prep, Nashville Classical, Memphis Rise, and BES, see **Attachment E**.

1.8 School Calendar and Schedule

(a) Annual Academic Calendar

Please see **Attachment A** for Beacon College Prep's academic calendar.

(b) Academic Calendar Rationale

Extended School Year: Research shows that for at-risk and high poverty scholars, extended school days and an extended school year lead to higher levels of achievement in literacy and math, as well as increased socio-emotional growth. We have allotted 187 instructional days towards our academic program, seven more than traditional Shelby County Schools. Through a combination of extended school days (460 instructional minutes) and year (187 days), schools providing more hours of instruction than their traditional public school counterparts yield positive academic results. Beacon College Prep provides 22 additional days of instruction.

Quarters: Our 187-day calendar is broken into four 8-10 week quarters. Each quarter will end with a data cycle including a STEP assessment, interim assessment, and data analysis professional development day. Each quarter will be followed by parent teacher conferences and dissemination of report cards.

Professional Development: We allocate a considerable amount of time throughout the year developing our teachers. Studies from The New Teacher Project show that a focus on meaningful professional development improves teacher satisfaction and retention as well as scholar academic achievement.¹⁷⁶ Our calendar begins with 17 days of summer orientation (more information about summer professional development can be found in **Section 2.5**). Throughout the year we have scheduled abbreviated days every Wednesday for professional development and 10 full days of professional development. These days will be used as Data Days following assessment windows, allowing time and development around data

¹⁷⁶ https://tntp.org/assets/documents/TNTP_DCirreplaceables_2012.pdf.

analysis and action planning. We will also use these days for whole school initiatives and collaborative planning. Additional details about our professional development plan can be found in [Section 2.5](#).

Assessments: To deliver high-quality instruction every day, teachers will be informed by frequent and high-quality assessments planned into the calendar. We will administer the STEP assessment approximately every 6 to 8 weeks to measure performance towards foundational literacy skills that must be developed in grades K-2 to ensure students are on track before taking the TNReady assessment in grade 3. We assess students' mastery of foundational math skills through interim math assessments at the conclusion of every quarter. We believe that our scholars can achieve at the same levels as their peers across the country. Thus we administer the NWEA MAP assessment three times per year. The NWEA MAP paired with other internally created, standards-based unit assessments will help us to continuously measure achievement and inform instruction, supports, and PD needs.

Family Engagement: Working with our families begins prior to the first day of school. Starting in May, each family will receive a Home Visit conducted by members of the school staff. Families will be welcomed back to school with Family Orientation in July, followed by Back to School Night in August. Throughout the year, families will have the opportunity to attend monthly Beacon Breakfasts and Beacon University Nights, and quarterly Parent Teacher Conferences. Additional information can be found in [Section 1.12](#).

(c) Structure of the School Day and Week

Our proposed schedule reflects our mission and core beliefs. Our extended day includes 460 instructional minutes. Of that, 240 minutes are devoted to our balanced literacy program in K-2, 220 in 3-5 and 120 minutes of small group literacy for daily individualized supports across all grades. We plan to offer 60 minutes of shared reading to thoughtfully connect crucial nonfiction texts through Core Knowledge with a meaningful writing curriculum. In K-2 we have allotted 160 minutes of mathematics instruction daily with 60 minutes devoted to small group instruction, and 180 total minutes in 3-5, with 80 minutes in small groups. This schedule allows us to assess and fill gaps each day. 40 minutes is devoted to developing deeper mathematical learning and independent problem-solving skills through Cognitively Guided Instruction ("CGI"). Our commitment to community and character education is evidenced in our Community Skills block which rotates with science daily. Each Wednesday consists of a whole school Community Circle to celebrate scholar success and build whole school community around our BRIGHT values. Daily Morning Meeting in every classroom will also build a sense of classroom and peer to peer community while building individual character.

Figure 1.8(a): Proposed Year 1 Full Day Schedule

Sample Y1 Schedule							
Monday, Tuesday, Thursday, Friday							
Start		End	Minutes	K-A	K-B	1-A	1-B
7:30	-	7:45	15	Breakfast, Unpack, Morning Work, Intervention			
7:45				START OF DAY			
7:45	-	8:05	20	Morning Meeting/Morning Math Meeting	Morning Meeting/Morning Math Meeting		
8:05		8:45	40	RTI	RTI		
8:45	-	9:25	40	CGI	CGI		
9:25	-	9:45	20	Read Aloud	Read Aloud		

9:45	-	10:25	40	Literacy Center 1 Guided Reading, Phonics, Independent/Blended Learning Small Groups	Literacy Center 1 Guided Reading, Phonics, Independent/Blended Learning Small Groups
10:25	-	11:05	40	Literacy Center 2 Guided Reading, Phonics, Independent/Blended Learning Small Groups	Literacy Center 2 Guided Reading, Phonics, Independent/Blended Learning Small Groups
11:05	-	11:45	40	Literacy Center 3 Guided Reading, Phonics, Independent/Blended Learning Small Groups	Literacy Center 3 Guided Reading, Phonics, Independent/Blended Learning Small Groups
11:45	-	12:05	20	Recess	Lunch
12:05	-	12:25	20	Lunch	Recess
12:25	-	12:55	30	Math Rotation 1: Math Routines, Concept Development, Independent	Math Center 1: Math Routines, Concept Development, Independent
12:55	-	1:25	30	Math Rotation 2: Math Routines, Concept Development, Independent	Math Center 2: Math Routines, Concept Development, Independent
1:25	-	2:25	60	Shared Reading/Writing	Shared Reading/Writing
2:25	-	3:05	40	Specials	Science/Community Skills
3:05	-	3:45	40	Science/Community Skills	Specials
3:45	-	4:00	15	Pack up	
4:00				END OF DAY	
4:00	-	4:15	15	Dismissal	
4:15	-	4:30	15	Closing huddle and Staff dismissal	
TOTAL DAILY MINUTES		455	*Total instructional minutes (excluding lunch, recess, pack-up, and dismissal)		
Literacy Minutes		240	*Includes RTI, Read Aloud, Literacy Rotations, and Shared Reading/Writing		
Mathematics Minutes		160	*Includes RTI, Math Meeting, CGI, and Math Rotations		

Figure 1.8(b): Proposed Y1 Abbreviated Schedule

Sample Y1 Schedule					
Wednesday					
Start		End	Minutes	Subject	
7:30	-	7:45	15	Breakfast, Unpack, Morning Work, Intervention	
7:45				START OF DAY	
7:45	-	8:05	20	Morning Meeting/Morning Math Meeting	
8:05	-	8:45	40	Community Circle	
8:45	-	9:05	20	Read Aloud	
9:05	-	9:45	40	CGI	

9:45	-	10:25	40	Literacy Center 1 Guided Reading, Phonics, Independent/Blended Learning Small Groups		
10:25	-	11:05	40	Literacy Center 2 Guided Reading, Phonics, Independent/Blended Learning Small Groups		
11:05	-	11:45	40	Literacy Center 3 Guided Reading, Phonics, Independent/Blended Learning Small Groups		
11:45	-	12:05	20	Recess (K) Lunch (1)		
12:05	-	12:25	20	Recess (1) Lunch (K)		
12:25	-	1:05	45	Math		
1:05	-	1:20	10	Pack up		
1:20				END OF DAY		
1:20	-	1:35	15	Dismissal		
1:35	-	2:00	25	Staff lunch		
2:00		4:30	150	Grade Level Team Meeting 2:00 - 2:45		
				All Staff PD 2:45 - 4:00		
				Prep/Practice/Flex: 4:00 - 4:25		
				Closing Huddle: 4:25 - 4:30		
TOTAL DAILY MINUTES				300 *Total instructional minutes (excluding lunch, recess, pack-up, and dismissal)		
Literacy Minutes				140 *Includes Read Aloud and Literacy Rotations,		
Mathematics Minutes				105 *Includes Math Meeting, CGI, and Math		

Figure 1.8(c): Sample 3-5 Full Day Schedule

Sample 3 - 5 Schedule				
Monday, Tuesday, Thursday, Friday				
Start		End	Minutes	Subject
7:30	-	7:45	15	Breakfast, Unpack, Morning Work, Intervention
7:45				START OF DAY
7:45	-	8:05	20	Morning Meeting/Morning Math Meeting
8:05		8:45	40	RTI
8:45	-	9:25	40	CGI
9:25	-	10:05	40	Literacy Center 1: Guided Reading, Informational Texts, Independent/Blended Learning Small Groups
10:05	-	10:45	40	Literacy Center 2: Guided Reading, Informational Texts, Independent/Blended Learning Small Groups
10:45	-	11:25	40	Literacy Center 3: Guided Reading, Informational Texts, Independent/Blended Learning Small Groups
11:25	-	11:45	20	Recess

11:45	-	12:05	20	Lunch
12:05	-	12:45	40	Math Center 1: Math Routines, Concept Development, Independent
12:45	-	1:25	40	Math Center 2: Math Routines, Concept Development, Independent
1:25	-	2:25	60	Close Reading & Writing
2:25	-	3:05	40	Specials
3:05	-	3:45	40	Science/Community Skills
3:45	-	4:00	15	Pack-up
4:00				END OF DAY
4:00	-	4:15	15	Dismissal
4:10	-	4:30	20	Closing huddle and Staff dismissal
TOTAL DAILY MINUTES		455	*Total instructional minutes (excluding lunch, recess, pack-up, and dismissal)	
Literacy Minutes		220	*Includes RTI, Literacy Rotations, and Close Reading/Writing	
Mathematics Minutes		180	*Includes RTI, Math Meeting, CGI, and Math Rotations	

Figure 1.8(d): Proposed 3-5 Abbreviated Schedule

Sample 3 - 5 Schedule				
Wednesday				
Start		End	Minutes	Subject
7:30	-	7:45	15	Breakfast, Unpack, Morning Work, Intervention
7:45				START OF DAY
7:45	-	8:05	20	Morning Meeting/Morning Math Meeting
8:05	-	8:45	40	Community Circle
8:45	-	9:05	20	RTI
9:05	-	9:45	40	Literacy Center 1 Guided Reading, Informational Texts Independent/Blended Learning Small Groups
9:45	-	10:25	40	Literacy Center 1 Guided Reading, Informational Texts Independent/Blended Learning Small Groups
10:25	-	11:05	40	Literacy Center 1 Guided Reading, Informational Texts Independent/Blended Learning Small Groups
11:05	-	11:25	20	Recess
11:25	-	11:45	20	Lunch
11:45	-	12:30	45	Math
12:30	-	1:10	40	CGI
1:10	-	1:20	10	Pack up
1:20				END OF DAY
1:20	-	1:35	15	Dismissal

1:35	-	2:00	25	Staff lunch		
2:00	-	4:30	150	Grade Level Team Meeting 2:00 - 2:45		
				All Staff PD 2:45 - 4:00		
				Prep/Practice/Flex: 4:00 - 4:25		
				Closing Huddle: 4:25 - 4:30		
TOTAL DAILY MINUTES			300 *Total instructional minutes (excluding lunch, recess, pack-up, and dismissal)			
Literacy Minutes			140 *Includes RTI and Literacy Rotations			
Mathematics Minutes			125 *Includes Math Meeting, Math, and CGI			

(d) Schedule Rationale

The schedule outlined above is specifically designed to meet the needs of scholars in the Raleigh community. Assessment data shows that more than 8 out of 10 elementary scholars do not successfully complete grade level Tennessee Academic Standards. Our K-2 schedule focuses heavily on the core academic needs of our scholars, offering 240 minutes of daily literacy instruction and 160 minutes of daily math instruction in K-2, and 220 minutes and 180 minutes in literacy and math respectively in 3-5. We continue this focus by providing scholars in grades 3-5 with 260 minutes of daily literacy instruction and 180 minutes of daily math instruction. We achieve these extended literacy and math blocks by offering 455 minutes of instruction on a full academic day. Our four extended school days with our abbreviated Wednesday provides out scholars with 2,120 minutes of instruction weekly.

We have set aside time for 120 minutes of small group literacy instruction daily across all grades as well as 60 minutes in K-2 and 80 minutes in 3-5 of small group mathematics instruction daily. This means that our K-2 and 3-5 scholars will spend 180 and 200 instructional minutes respectively in targeted small groups each day. Rationale and description for schedule components are below.

Figure 1.8(e): Schedule Components with Rationale

Component	Grades	Rationale
Breakfast and Morning Work	K-5	Time offer is targeted, purposeful morning work during breakfast.
Morning Meeting, Calendar Math	K-2	Scholars will engage in community building activities while practicing math fluency, calendar skills, and numeracy. This time will also develop oral skills through high levels of scholar discussion and varied checks for understanding.
CGI	K-5	Our Math curriculum will be complemented by Cognitively Guided Instruction (“CGI”) which exposes scholars to story problems and pushes them to make sense of what is taking place in the problem. Scholars are challenged and supported to model the problem through a variety of models and be equipped to explain their thinking aloud.

Read Aloud	K-2	Our Read Aloud block allows scholars to hone their listening skills, be exposed to expressive reading and fluency, as well as generate questions and predictions based on the story. Each day, the teacher will lead scholars through a preview of new vocabulary words they will encounter in that day's story and have opportunities to discuss grade level texts.
RTI	K-5	40 minutes dedicated to daily intervention will allow teachers to consistently remediate and provide additional supports to scholars who need it most. Providing this time daily ensures that all scholars are receiving the targeted supports they need.
Literacy Rotations	K-2	We believe that individualized supports through small group instruction will effectively allow our teachers to provide the supports necessary so that all scholars will access our rigorous curriculum. We have set aside time for 120 minutes of small group literacy. K-2 scholars will rotate through guided reading, phonics, independent reading, and work centers. As scholars transition to the independent work station of small groups, staff will work with scholars to provided tiered supports informed by our RTI ² protocol.
Literacy Rotations	3-5	Scholars in upper grades will transition through three rotations much like K-2. These groups will mirror those of K-2 but differ in the transition from phonics to informational text. In this rotation scholars will engage with nonfiction texts, working on text specific skills and comprehension.
Lunch and Recess	K-5	We ensure time for students to receive physical activity through 20 minutes of Recess daily in grades K-5 to allow for breaks during a rigorous instructional day.
Math Rotations	K-5	Aligned with our belief in the power of small group literacy instruction, we commit 60 minutes to daily small group math instruction in K-2 and 80 minutes in 3-5. Scholars will transition in homogeneous groups through rotations of fluency and math routines, concept development lessons, and independent practice. Like literacy, the independent rotations will allow time for scholars to receive tiered supports in line with our commitment to RTI ² .
Writers Workshop	K-5	As part of our intense focus on literacy, all scholars will write each day. The writing block will begin by focusing on the creative expression of ideas through pictures and words. Over time, scholars will be expected to respond in more sophisticated ways and will begin to be exposed to the formal writing process.

Shared/Close Reading	K-5	We believe firmly in the importance of literacy instruction, therefore across K-5 we teach close reading. Scholars will read a shared text with the teacher, building deeper levels of knowledge through multiple readings. Kindergarten scholars will learn close reading and reading comprehension skills with teachers on the carpet and then write about that text or apply their learning through independent reading. This same structure and questioning will continue to a true close reading model at the end of kindergarten, then through grades 1-5.
Specials	K-5	We are committed to providing a well-rounded educational experience for our scholars. Scholars will participate in 40-minute daily blocks of either art or physical education. For more information, refer to Section 1.8(f) .
Science/Community Skills	K-5	Science classes will rotate daily with our Community Skills classes referenced in Section 1.3 .

(e) A Day in the Life at Beacon College Prep

Typical Day for a Kindergarten Teachers

Teachers each day arrive at 7:00am to prep for a day of rigorous instruction. At 7:09am, all staff convene in the cafeteria for Staff Morning Huddle; at 7:10 the music stops and the Head of School greets the staff. The Director of Operations begins the meeting with updates about testing schedules for the upcoming week. The Head of School then leads the staff in a quick review of this week's PD topic, giving clear "What to Do" directions. The Head of School models and teachers practice the strategy with shoulder partners. Before closing, one pair of teachers volunteers to model the strategy to the whole group. Following practice, a staff member shares a shout-out for a peer tied to our core values; this person would be the one who received the shout-out yesterday. At 7:15am the Staff Morning Huddle ends, and teachers have 14 minutes before reporting to their posts for morning arrival.

The first scholars enter the building at 7:30am. One teacher greets scholars at the classroom threshold. Offering a smile and a handshake, ensuring each scholar reciprocates. The other teacher monitors scholars as they enter, unpack, and eat breakfast while collecting scholar Lifework folders. Once breakfast is over, teachers lead morning meeting in their classrooms.

At 8:05am, scholars receive RTI² through tiered groups from teachers for reading and math. If teachers are assigned RTI² they will work with small groups of students to ensure gap closure in reading and math. After intervention, the lead teacher guides scholars in a CGI word problem for 40 minutes. Scholars will analyze a number story and think of different strategies to solve it. This lesson will be mostly scholar-led; the teacher closely monitors scholar work as s/he circulates around the classroom, marking exemplar work. Following CGI, teachers lead the class through a Read Aloud lesson that focuses on key reading comprehension strategies such as character's motivation. The Read Aloud lesson leads into three 40-minute literacy centers. One teacher will lead scholars through Guided Reading lessons with a group of 8-10 scholars, while the other leads a similarly sized group through phonics instruction. Both teachers manage a group of scholars reading independently at their desks or on computers.

At 11:45am, one teacher leads the class back to their seats to put away all literacy materials. The same teacher lines the scholars up for recess. While one teacher is leading scholars through the hallway to recess, the other is in the classroom with two scholars who did not complete their homework last night. Once they are finished, they will go outside for recess. At 12:05pm, the teachers meet in the cafeteria; the teacher on recess duty goes back to the classroom to prepare scholar folders for the afternoon. The other stays with the class and monitors lunch.

From 12:25pm to 1:25pm, the two teachers lead the class in a Eureka math lesson. The Lead Teacher has one group of scholars on the carpet and are completing work on the rolling easel. The Co-teacher is working with scholars on their fluency and a reteach of Monday's difficult lesson about doubles facts plus one. After 60 minutes of math groups, teachers lead scholars in a 60-second brain break where they have a moment to shake their arms and legs, laugh, and prepare for shared reading and writing.

Shared Reading is led by the Co-teacher and will primarily use materials from Core Knowledge. Scholars listen to nonfiction reading while also following along on their own. This lesson on Native Americans will lead into a writing lesson where scholars are identifying the setting and characters of a story.

After Shared Reading and Writing, both teachers will go to the work room to reflect on the day's lessons and collaboratively plan for the following week using the exit tickets and observation data from the past few lessons. At 3:05pm, they go back to the class where scholars will participate in Science. This week they are learning about plant life cycles. They will begin the lesson with a reading from Core Knowledge, and then look at the seed they planted last week. Science will end at 3:50pm, when scholars begin to pack-up for the day and a 4:00pm dismissal. From 4:00-4:15pm staff tend their dismissal posts ensuring a safe and efficient dismissal.

From 4:15pm to 4:20pm, teachers pack their bags and make a few copies for the following week before going to staff closing huddle at 4:20pm where they share scholar or peer shout outs, and any announcements before being dismissed at 4:30pm.

Typical Day for Kindergarten Scholar

7:30am – 7:45am Arrival, Breakfast, Morning Work: Miyonna starts her day by eagerly but carefully placing her materials for the day into her backpack. She knows that one of the goals she has been working on in class is keeping her materials more organized. The Head of School has told her and her classmates that Beacon College Prep scholars show respect by keeping their materials neat and orderly. She remembers that during Community Circle later that morning, her teacher, Ms. Adams will be asking her how she is doing with her weekly goals. Before she leaves the door, she checks her uniform one more time – her blue Beacon College Prep polo is tucked into a freshly washed pair of gray pants. She tightens her black belt and ties her new all white shoes. Her mom will check one more time before they leave, but she knows that Beacon scholars are responsible for their uniforms.

Miyonna knows the route to school well. She and her mom walk the same way every day. When she turns the final corner, Miyonna picks up her pace. It is 7:29am, the doors open in one minute, she, like her peers, always try to be the first one inside every morning. However, when she arrives the line to get into the door is long: there is a line of crisp blue polos standing waiting to enter. Maybe she'll be first tomorrow. There is a quiet buzz in the air as scholars talk quietly to their peers. As she waits, she talks to a classmate standing in front of her, James. They aren't in the same class but are both Beacon College Prep kindergarteners and are equally excited to share their goals with the Head of School. James is working on his grit and was proud to share that he found the math homework surprisingly difficult last night but tried his best. First it was James' turn to greet the Head of School, then Miyonna. She steps forward confidently.

"Good morning, Miyonna," the Head of School says to her with a smile as he reaches out his hand. She's practiced this many times, and reaches her hand out, firmly grasping the Head of School's hand. Her gaze meets his and they both smile, "Good morning, Mr. Bolduc." Before he could even ask, Miyonna blurts out, "Look at my backpack. My materials are so neat and organized." The Head of School peeks in and responds, "Woah! It is only Wednesday but you are making some great progress on this week's goal! I'm so proud of you. I know Ms. Adams and your classmates will be proud, too. Have a great day, Miyonna."

James was only a few steps ahead of Miyonna in the hallway, Mr. Cobb was checking his uniform, and she checked her uniform quickly one last time. Shirt, pants, socks, shoes, she was ready for the day and Mr. Cobb agreed, wishing her a great day. She followed the usual taped path to her classroom, past the blue banners of University of Memphis, the orange bulletin board of Tennessee State, finally reaching her class, Rhodes College. As always, her teacher, Ms. Adams, was waiting at the door. She smiled and reached out her hand for a warm "Good morning, Miyonna! How are you today?" After returning the greeting, Miyonna walked into class. Classical music was playing; she always loved how this made her feel. She hung up her backpack, took out her homework folder, and placed it in the bin. Ms. Carter smiled at Miyonna as she dropped off her folder. Miyonna smiled and waved; she knew Ms. Carter would notice how neatly she had completed her writing homework when she graded it later that day. Miyonna silently walked the familiar path to her seat where her breakfast and morning work were both set up for her. At 7:32am, there is plenty of time to eat her breakfast and finish her morning work.

As her classmates filed in, Miyonna waved silently, each responding in kind. At 7:42am, the desks around her are now full with the faces of her classmates; many have finished their breakfast and are checking their morning work one last time; name on top, date, complete sentences. Ms. Carter and Ms. Adams **always** checked the morning work. Miyonna was ready. "Last bites!" A flurry of movement began. Miyonna and her classmates were on a mission. Yesterday they threw away their trash and cleaned off their desks in 32 seconds; the goal for today was 27 seconds. Missed it, but they'll try again tomorrow.

At 7:45am, Ms. Adams and Ms. Carter greet the class and the class greets them back, "Good morning, Rhodes College!" Ms. Adams begins, the class responds proudly. Ms. Carter repeats. Miyonna stands behind her desk, anticipating the college chant that will start the day as they walk to the carpet for morning meeting. At 7:46am, the hallways erupt as college chants bellow from classrooms. Another day of learning has begun.

Morning Meeting: As they chant their Rhodes College chant, Miyonna and her classmates walk to their assigned carpet spots. Morning Meeting begins as the whole class sits around the carpet in a circle. They read the morning message together. Today, Ms. Adams and Ms. Carter write about the day's goal. Every scholar has the chance to pause and think about how they are progressing on their week's goal. After this they get the chance to greet their classmates. The greeting is different every day; today they stand and shake the hands of 10 of their classmates, greet each with "Good morning," and come back to their seat.

RTI: Miyonna transitions to the back table while some of her classmates go to the computers, and others go to the table with Ms. Carter. On Mondays and Thursdays, she comes to the back table to work on her reading fluency. She loves these lessons because it is like extra Guided Reading, which is her favorite. Other scholars come to this table on Tuesdays and Fridays; they usually work on math problems, though. On those days, Miyonna goes to the computer and works on Zearn or Lexia or reads independently.

CGI: It is time for CGI. Miyonna likes CGI because she loves to solve story problems, and she knows that she can solve the problems however she wants to. She waits in STAR¹⁷⁷, and until the teacher gives the cue. Once Mr. Adams says "Go," Miyonna quickly takes out her cube box and CGI folder from her desk. Ms.

¹⁷⁷ STAR is an acronym for in-seat expectations, allowing normed behavior expectations across all classes, grades, and teachers. STAR stands for Sit up, Track the speaker, Ask and Answer Questions, Respect those around you.

Adams directs scholars to transition to the carpet. Miyonna finds her rug spot and sits in STAR and awaits direction from the teacher. Ms. Adams reads the problem from the chart paper, and everyone in Miyonna's class listens closely - they know she's going to cover the problem and see if anyone can remember all the details. Three scholars, one at a time, are called on to share the problem with the class. Each scholar recites the problem from memory. Miyonna agrees that their retelling is correct; she shows this with her thumbs up against her chest when Ms. Adams says "respond." It is time to go back to their seats and get to work. When the timer is started, Miyonna begins to read the problem and attempts to solve it. She only has 8 minutes to solve, and knows she has to think quickly. Miyonna works hard and tries two different strategies; she does not use her cubes today, although many of her classmates do. Miyonna's neighbor has a star on his paper; this means he has been selected to share his strategies to the whole class. "Maybe tomorrow," Miyonna thinks. After transitioning back to the carpet, Ms. Adams reminds the class, "Scholars, you all did a great job today, your brains were working so hard, showing multiple strategies. Not everyone will get to share today but remember to ask questions or build on your peers work!" Three scholars present their strategies by explaining how they solved the problem. Ms. Adams asks them why they made certain choices and also asks questions from the rest of the class, "John, why do you think, he decided to count by ten, instead of one by one?" Miyonna thinks about the strategies she is seeing and thinking about using them for the next time she sees this type of math problem. She is going to remember these for tomorrow. It is 9:25am when she transitions back to her desk and puts her work back inside her folder, her cubes in her desk, and waits patiently to start read aloud. Today for Read Aloud they are listening to Chrysanthemum. This enjoys read aloud because she gets to Listen to Ms. Adams read, and she also gets to do a lot of turn an talks, which she thinks are fun.

9:45 Literacy Group 1 (Guided Reading): Miyonna transitions with her group to the kidney table. Of the three groups, this one is her favorite. She loves Guided Reading with Ms. Adams. She is a proud STEP 1 right now, and has already grown one level this school year. Two more to go, but Ms. Adams and Ms. Carter said she can grow three more steps if she keeps working hard. At 9:46, the group sits in STAR at their assigned table seats. Everyone looks eagerly at Ms. Adams, wondering what today's story will be. "Good readers preview the text," Miyonna thinks to herself as she tries to steal a glimpse at the story Ms. Adams has stacked behind her chair. The title, the cover, anything that could give her an edge over her peers. Before she could, the lesson begins. Miyonna and her group warm-up with practicing patterns. They learned about patterns last week, and the sight word practice was a breeze – Miyonna is ready for the days word solving skill. Using the picture to figure out tricky words, she could do that. Today, Ms. Adams talked about using the picture **and** the first letter of the word. Seven minutes after the warm-up begins, Ms. Adams picks up the stack of books. Finally. She can feel the anticipation in her group. Each scholar sitting in STAR, they fly through the preview. Miyonna is ready to begin reading independently; "pictures **and** first letter," she whispers to herself. Each scholar waits patiently to get their book which is Ms. Adams's sign that they can begin reading independently. Marcus gets a whisper phone to help him read independently, but not everyone uses one. "Good readers read the story more than one time," Ms. Adams reminds them all before they begin reading. Miyonna is halfway through her first read when Ms. Adams leans in to listen to her reading. Ms. Adams listens to everyone at some point, so she knew this was coming. Miyonna points to each word as she reads it out loud, but misses the last word. With a smile on her face Ms. Adams has her go back and try it one more time, "You've got this, Miyonna," she says. Miyonna brushes her shoulder off with a smile as she has learned at Beacon College Prep, showing that she won't let the mistake throw her off. Second time was perfect, with a high five and a smile, Ms. Adams moves onto the next scholar.

"Two and half times, not too bad," Miyonna thinks as Ms. Adams does the Beacon College Prep clap. She'll read faster tomorrow, she knows it. Miyonna and her classmates wait in STAR, waiting for Ms. Adams's acknowledgement. They see her looking from scholar to scholar, "Woah! This whole group is sitting in

STAR waiting to begin, and without **any** reminders. Say ‘We’re so bright!’” Proudly, the group repeats. Ms. Adams tells the group shares shout outs from the group, “Miyonna showed grit when she made a mistake but brushed it off” Ms. Adams shared, her peers sent support her way. Now Ms. Adams asks the group questions about the story, reminding Miyonna and her group to go back into the story for evidence. With 15 minutes left, Ms. Adams takes a moment to remind Ms. Carter they will be wrapping up soon.

Literacy Group 2 (Phonics): Miyonna participates in Reading Mastery, practicing her letter sounds with her peers. They get multiple chances to say the letter and the sound, then each student gets an opportunity. Once they have practiced the letters, they get to move onto the sight words. Reading Mastery is fun, but quick, and Miyonna knows she has to be paying attention.

Literacy Group 3 (Independent Work): Today, Miyonna starts her third center on the computer. The headphones are neatly hung on the screen and Miyonna looks to make sure the person before her logged out. She spends the first 20 minutes working on Lexia, which gives her a chance to practice sight words and fluency, both are things that she needs practice with. She knows that her screen may not look like the screen next to hers. “People need different things to learn sometimes,” her teachers always say.

Lunch and Recess

Math Group 1 (Fluency and Math Routines): It is 12:25pm, and Miyonna transitions back into the rest of Rhodes with her class. She was on Blue yesterday, which means she was able to be the line leader this afternoon. Math materials are laid out on the desks and kidney table. Miyonna and her group go straight to the kidney table for her fluency and math routines practice. Here Ms. Carter leads her group through math minutes, practicing their number bonds, with two minutes to answer as many as possible. Each day the goal is to answer more than the day before. After this, Miyonna and her group will practice a number story using yesterday’s skill she learned in Ms. Adams’s group. She always looks forward to this part, and she likes to work at her own speed. If she’s lucky, she will get the chance to share with her peers how she solved the problem. It’s not her everyday but everyone gets a chance each week.

Math Group 2 (Concept Development): Miyonna and her group travel to Ms. Adams’s group next where they will work on their Eureka math lessons. It is 12:55pm. This week they are decomposing double digit numbers, trying to find the missing parts. Ms. Adams already has the first question written on the board. She reminds them of the lesson from yesterday and shows them how she would solve it; Miyonna watches, waiting for Ms. Adams to ask for the help of the scholars. These lessons are hard but she knows that Beacon College Prep scholars show grit when they get to difficult problems or subjects, plus, she always likes being able to use the white boards. Ms. Adams asks a lot of questions, and by the end, Miyonna and her classmates are solving most problem. She’ll be ready for Independent Work.

Shared Reading: Miyonna and her classmates transition to the carpet and takes their assigned seats. Shared Reading is one of Miyonna’s favorite parts of the day because she likes learning about history and science. She and her classmates also get to come to the front of the group more often. In this unit, they have been learning about the American colonies and all the jobs that people did there. Today they are learning about blacksmiths, and why they were so important. Miyonna learns in this lesson that another word for important is “essential.” She also learns that blacksmiths were essential because they made tools for all the other townspeople, anything made of metal was made by a blacksmith, and that we don’t have blacksmiths anymore because now machines make tools for people.

Writer’s Workshop: Shared Reading always goes into Writing. They have been writing about the colonies. They are writing a story about someone who lived in the American colonies. Each scholar takes out the picture story they drew yesterday. They are working on drawing picture of the setting and characters of a story. Today they are labeling them and starting to draw the story’s problem or conflict. Miyonna doesn’t like writing as much. She has a hard time thinking of good stories; Ms. Adams comes to check on her often

to help her, always asking her to add more details. Maybe next week's goal will be around writing. Ms. Adams smiled when she came to check Miyonna's work today, complimenting her on the neatness of her work and the level of detail with which she's begun to draw her next picture. Ms. Adams pauses the class and shows Miyonna's work on the board. She smiles proudly at her progress.

Specials: Today is PE! The class is always excited for PE. This week they have been practice yoga and learning about how a calm brain and a calm body can help us be healthier, and more ready to learn.

Community Skills/Science: It is 3:15, Miyonna and the rest of Rhodes College transition to science with Ms. Carter. They have been learning about the life cycle of a plant. They start by reading a book about how plants use roots to get water from the ground. Then they get to look at the seed they planted last week and make notes in their journal.

Pack up and Dismissal: Miyonna waits quietly at her seat reading a book while Lifework folders are passed out by Ms. Adams. When her folder is placed on her desk, she silently stands, pushes in her chair and gets her backpack. She goes back to her seat and opens her book, waiting until "Parent Pick-up" is called and she can tell her mom about her day.

(f) Co-curriculars

Beacon College Prep plans to offer Physical Education ("PE") as a co-curricular to all scholars in Year 1; a second co-curricular will also be offered depending on the skill-set and expertise of the staff hired. At full capacity, we will offer PE, Art, Music, and Spanish. The cost for these teachers are included in the salaries and staff assumptions in our **Budget**.

(g) Saturday School and Summer School

We have planned an extended school year and daily schedule to ensure scholars receive the supports they need throughout the year. Thus, we will not offer Saturday School or Summer School for our K-5 students.

1.9 Special Populations and At-Risk Students

(a) Comprehensive Plan to Serve All Scholars

Our mission is to prepare every kindergarten through fifth grade scholar for success in college and to contribute positively to our communities. This mission is possible and must be true for all scholars regardless of race, socio-economic status, home language, or special education needs. With a clear Response to Intervention program to reach all scholars, we outline details in **Section 1.4**. All scholars will be held to high academic and behavioral expectations with the degree of support necessary to ensure their success, and through elements of our academic design and hiring structure, we will dedicate the resources, approaches, and staffing to meet the academic needs of all scholars. We will maintain the highest standards of compliance and fidelity to Section 504 plans; we will hire the necessary leadership and staff, provide academic models and supports that will ensure success for all; and we will continuously develop our team regarding how to best serve our special populations and at-risk scholars.

Regulatory Compliance: Beacon College Prep will comply with all laws, guidelines, policies, and best practices to educate our students in compliance with the federal Individuals with Disabilities Education Act and T.C.A. § 49-13-102. Beacon College Prep will provide a Free and Appropriate Public Education ("FAPE") and comply with all applicable state and federal statutes. This includes Title II of the Americans with Disabilities Act of 1990 ("ADA"), the Individuals with Disabilities Education Act ("IDEA"), and Section 504 of the Rehabilitation Act of 1974. We will educate scholars with disabilities in the least restrictive environment ("LRE") and with their general education peers as directed by the scholar's Individualized

Education Plan. In accordance with 34 C.F.R. § 300.111, we will ensure and implement Child Find, as we identify scholars receiving special education services, locate applicable records, and evaluate children who need special education and related services when a scholar is suspected of having a disability.

Section 504: Beacon College Prep will not discriminate based on disability and will adhere to all requirements stated under Section 504 of the Rehabilitation Act of 1973 and under the Individuals with Disabilities Education Act (“IDEA”). Section 504 requires all public schools receiving federal funding to provide students with disabilities the appropriate and adequate services they require to meet their needs to the same extent as the needs of students without disabilities are met. We will efficiently identify and evaluate all incoming students protected under Section 504. This protection includes any student determined to (1) have a physical or mental impairment that substantially limits one or more major life activities, (2) have a record of such impairment, or (3) be regarded as having such impairment. The Head of School and Scholar Support Coordinator (Tennessee licensed special educator) will be responsible for ensuring all students protected by Section 504 receive the legal services and supports they require.

Leadership, Scholar Support Team, and Staffing: To ensure we meet the needs of all scholars the Head of School and the Scholar Support Coordinator will lead the Scholar Support Team (“SST”). After year 1, this team will grow to include the Dean of Curriculum (Y2) and Dean of Culture (Y3). This team will meet bi-weekly with general education and special education teachers to review scholar academic and behavioral data and monitor scholar progress, assess effectiveness of tiered supports, and discuss any other relevant topics. Exit tickets, independent practice samples, recent assessments, and classroom observations will be used to inform analysis of scholar progress. Once per month, the SST will meet to analyze assessment data to evaluate the effectiveness of program implementation as a whole, create plans of action for upcoming assessment rounds, and adjust instruction and interventions as necessary to ensure that every scholar is able to access and succeed with our rigorous curriculum. The Head of School and Dean of Curriculum will ensure that classroom teachers are providing the appropriate Tier 1 and Tier 2 Interventions through ongoing observations and coaching. At the end of every school year, our SST will conduct an Annual Review of the program using state assessments, NWEA MAP, internal assessments, and family survey data. This Review will assess the quality of our RTI² and special education program, including staffing decisions and effectiveness of professional development in providing interventions along with accommodations and modifications specified by individual education plans, and will be used to inform our Board.

In year one and two, we will have one full time dually-certified special education teacher who will serve as an ELL instructor as needed and as the Scholar Support Coordinator (“SSC”). In year three, this individual will be joined by a second full-time special education teacher. In year four, our SSC will transition to a full-time administration role and oversee two full-time special education teachers. They will be joined by a third special education teacher in year five. For more details about the SSC role, please see **Section 1.9(c)**. **Figure 1.9(a)** illustrates our annual projected SPED population and staffing projections; our **Budget** allocates \$1,154 per scholar for additional contracted services.¹⁷⁸

Figure 1.9(a): Growth of Special Education Department

Year	Anticipated SPED Population	Projected Staffing Needs
2020-21 (Y1)	13	.5 SSC, .5 SPED Teacher
2021-22 (Y2)	20	.5 SSC, .5 SPED Teacher

¹⁷⁸ For more information about our budgetary considerations, please reference **Budget** tab 8, line 132.

2022-23 (Y3)	26	1 SSC, 1 SPED Teacher
2023-24 (Y4)	33	1 SSC, 2 SPED Teachers
2024-25 (Y5)	39	1 SSC, 3 SPED Teachers

Models to Support Special Populations and At Risk Students: Our academic model is designed to ensure success for all kindergarten through fifth grade scholars. At the core of our model stands an academically rigorous, standards aligned, college preparatory curriculum. We support access to that curriculum through carefully selected and highly supportive educational models. These models, described in greater detail in **Section 1.3**, provide our scholars with two teacher for literacy in all K-5 classrooms. Our scholars are provided with an extended school year (187 days) as well as an extended school day (450 minutes). In K-2 120 minutes of each day is dedicated to small group (between 5 and 10 scholars) literacy instruction, as well as 60 minutes of small group math instruction in K-2, daily. We have dedicated 40 minutes each day as an RTI² block. General education teachers will use this time to provide Tier 2 and Tier 3 scholars the data driven, targeted supports in more intimate setting of between 1 and 5 scholars. Our departmentalized teaching model in grades 3-5 will allow scholars in testing grades to be taught by teachers as content experts. Maximizing teachers' planning time by limiting the subject for which they plan will allow scholars in these grades to receive rich and engaging lessons in all content areas each day. Additionally, we have set academic accountability measures with these populations in mind (**Section 1.4**).

Professional Development: We will ensure an informed and capable instructional staff who are (a) proficient in identifying scholar needs through thoughtful data analysis, (b) able to create and implement targeted interventions and instructional materials aimed at growing every scholar, and (c) competent in progress monitoring and reflection on and accountability for ultimate effectiveness. We will devote prioritized time each summer during summer institute 17 days of summer professional development) to inform teachers or their role in the provision of special education services. Teachers will be capable and confident in accessing and understanding all components of each scholar's IEP such as accommodations, modifications, and individualized goals. We will also conduct a thorough review of our special education program required by law and the details of our RTI program. Throughout the year, the Scholar Support Coordinator will provide ongoing coaching and training to all teachers to (a) clearly understand their scholars' disabilities and their impact on learning, (b) effectively implement IEP accommodations and modifications, and (c) collaborate with other IEP team members and related service providers to best meet the needs of students with disabilities. In subsequent years, this role will be taken in part by the Dean of Curriculum. As noted in **Section 2.5**, all general education and special education teachers will have collaborative planning time each week to appropriately meet, share, discuss, and plan lessons to address the needs of all scholars.

Storage and Records: We will ensure the confidentiality of all scholars, including those with IEPs. All scholar IEPs will be kept in a locked cabinet located in the Head of School's office. Access to IEPs will be granted to members of the SST, and all access will require the staff member to provide signature, date, and time, to access all IEP materials. Teachers and other staff can be granted access when necessary and under the supervision of a member of the SST. Teachers will complete trainings during Beacon Summit that will familiarize them with applicable IEPs, including accommodations, modifications, and goals and allow them access to the appropriate sections of those documents to inform classroom instruction. Training will prepare them to contribute as members of scholars' IEP teams throughout the year. Teachers will be granted access to all IEPs as needed for lesson planning and data analysis purposes. Teachers will be provided support during lesson planning and data analysis processes to ensure appropriate

accommodation and modification implementation and tracking towards IEP goals. IEPs will be used by SST to support and provide feedback on the effectiveness of lesson and intervention implementation.

(b) Founding Team's Experience With Special Populations

Joseph Bolduc, Lead Founder and proposed Head of School, has worked with ELLs, students with disabilities, intellectually gifted students, students with Section 504 plans, and at-risk students since 2008. Mr. Bolduc has served as an elementary school teacher, instructional coach, Saturday Academy Coordinator, and Assistant Principal in elementary charter schools. As teacher, Mr. Bolduc worked collaboratively with special education teachers to co-plan and co-teach a first grade inclusion classroom, aligning accommodations and modifications to testing and instructional needs, analyzing student data and creating action plans, and communicating with families about academic performance and IEP goals. As Saturday Academy Coordinator, Mr. Bolduc worked with teachers to plan and implement Tier 2 and 3 Interventions and has leadership experience as Assistant Principal in urban charter schools where he has coached teachers, communicated with families, and created, implemented, and managed teachers and programming to ensure that all scholars received an appropriate, quality education.

Aubrey Nelson, Founding Board Member, has worked directly with ELLs, students with disabilities, intellectually gifted students, and students with IEP and Section 504 plans. She has served as elementary school teacher in legacy Memphis City Schools, and instructional coach, Dean of Academics, and Assistant Head of School in elementary charter schools. As teacher, Mrs. Nelson worked in collaboration with special education teachers, ESL teachers, and counselors to co-plan and co-teach in a kindergarten and first grade inclusion classroom. In addition to planning for accommodations and modifications aligned to students' IEPs and/or 504 plans, this also included collecting data on student progress for the development and maintenance of support plans. Progress was communicated with the special populations team, student, and their families. As an inclusion teacher and Dean of Academics, Mrs. Nelson developed Tier 2 and Tier 3 intervention plans for small group remediation in reading and math and monitored student progress towards instructional benchmarks.

Bailey Cato, Founding Board Member, has successfully implemented and researched educational best practices that leads to positive outcomes for all scholars, including students with disabilities, ELLs, intellectually gifted students, and those with IEPs or 504 plans. As an instructional coach for K-12 teachers, Ms. Cato was responsible for teacher outcomes for all scholars. This included tracking academic progress and successful implementation and monitoring progress towards scholar specific IEP goals. In her time as a Director with The New Teacher Project, Ms. Cato has had the opportunity to study some of the highest performing schools in the country, including those that successfully meet the needs of scholars with IEPs. She most recently led the team that produced *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It.*

Christopher Peck, Founding Board Member, fully understands the role and impact that adverse childhood experiences (ACEs) have on students' academic success. As a program manager for the Hyde Foundation, Mr. Peck had the opportunity to work with many nonprofit organizations, including schools in their efforts positively impact student outcomes. When working with these organizations, Mr. Peck realized a gap in study, organizing efforts, and funding in addressing how ACEs effect scholars and families. This led to his founding of the ACE Awareness Foundation in Memphis where he managed teams researching the effects of these experiences while leading education and awareness efforts around the community.

(c) Staffing, Schedule, and Support Strategies

Staffing: In year 1, we will hire one full time dually certified special education and ESL teacher who will serve as Scholar Support Coordinator ("SSC"). In year 3, s/he will be joined by a second special education

teacher while maintaining both roles. In year four into later years, the SSC will transition from teaching to become a full-time administrator who will coordinate and monitor our special education program. In year four, the SSC will supervise two special education teachers, and in year five, three special education teachers. The duties of the SSC will include: (a) ensuring all special education reporting requirements are met fully and according to all timelines; (b) ensuring all scholars have evaluation and reevaluations as necessary and on schedule; (c) ensuring all scholars receive services and all service minutes as directed by their IEP or 504 plan; (d) retaining, monitoring, and storing all relevant data, communications, and information in compliance with state and federal laws; and (e) participating in the SST.

Schedule: Our extended school day (455 academic minutes) will provide an additional 4.5 hours of support to all scholars every week. Within our extended day we have included a 40-minute RTI block, which will provide all scholars dedicated time for targeted and appropriate interventions in groups ranging from 1 to 5 scholars depending on Tier and intervention. For scholars with IEPs and 504s, this time may be used towards completion of IEP-related goals or to receive support services. Our schedule allows for 120 minutes of small group literacy instruction for all K-5 scholars and 60 minutes of small group math for K-2 scholars, providing all scholars with the supports necessary to successfully accomplish grade-level work. During these times, a special education teacher may push in to a classroom or pull a scholar out as prescribed by the IEP.

Support Strategies: We will provide necessary supports to all scholars regardless of level of need. We intend to contract for additional scholar services such as occupational therapy, speech, and counseling.¹⁷⁹

(d) Using Data to Inform Instruction and Evaluate Progress for Special Populations ---

We outline our process for data collection and its use growing the academic achievement of all scholars in **Section 1.4**. As an achievement-oriented, mission-driven school, data will be informed instruction at all intervention levels as well as for all whole class cohorts, small targeted groups, and individual scholars.

Data Driven RTI² Framework: We will provide all scholars with the supports necessary to access and succeed with our rigorous curriculum. We align ourselves with Shelby County Schools ("SCS") in implementation of the RTI² protocol¹⁸⁰, ensuring we are providing adequate scholar support while avoiding over-identification of disabilities. This protocol will be overseen by our Scholar Supports Team (SST), consisting of the Head of School, SSC (Tennessee licensed special educator), Dean of Curriculum (Y2), SPED/ELL teachers, and classroom teachers. Per SCS guidelines and best practice, we will implement the following normed three step screening processes: **Step 1:** Administer nationally normed, skills-based universal screener as part of the universal screening process (NWEA MAP) to all scholars. **Step 2:** SST will use and analyze the results of the skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka Module Assessments, Exit Tickets, and Work Samples) to confirm or challenge performance on the universal screener. **Step 3:** Scholars identified as "at risk" based on multiple sources of data (25%+ on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs.¹⁸¹ (FastBridge will serve as our diagnostic as well

¹⁷⁹ Initial partnership with Communities in Schools would provide additional capacity for support strategies; as a contingency, we will identify contracted service providers for to meet potential scholar needs, tab 8, line 132 of our **Budget** show monies allocated to contracted services.

¹⁸⁰ https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹⁸¹ As required by the "Say Dyslexia" Bill (Public Chapter 1058 of the Acts of 2016), these survey-level assessments for reading must explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

as progress monitoring tool.¹⁸²) **Step 4:** Apply data-driven analysis for data-based decision making for instructional materials and instructional approaches/decisions in Tiers 1-3.

Based on the results of data, our plan for scholars making adequate progress and for students not making adequate progress can be found below. **Tier 1:** Our classroom models and instructional methods are designed to provide the vast majority, and based upon the experience of similar schools, approximately 85% of scholars with the supports necessary to achieve at or above grade level. Each scholar in each K-2 classroom will receive 240 minutes of literacy instruction daily, including 120 minutes of small group literacy instruction. Additionally, scholars will participate in 100 minutes of math each day, including 60 minutes in small groups. In grade 3-5 scholars participate in 220 minutes of literacy each day, 120 in small groups, and 180 minutes of mathematics each day, 80 of which in small groups. In conjunction with small group instruction, scholars will also spend up to 80 minutes a day working on adaptive, targeted blended learning through Lexia Core5 in reading, and Zearn math.¹⁸³ **Tier 2:** Scholars who fail to make adequate progress with Tier 1 interventions after 6-8 weeks or deemed “at-risk” using NWEA MAP and classroom data (bottom 10-25% or 1.5 years behind grade level according to STEP), will receive additional Tier 2 interventions. Scholars receiving Tier 2 interventions will receive additional small group instruction throughout the week in addition to their Tier 1 small group interventions. These interventions will be completed with a general education teacher during our 40-minute RTI block¹⁸⁴ daily¹⁸⁵, while their peers complete independent work or use one of our blended learning tools. Tier 2 groups will not exceed a 5:1 scholar-teacher ratio. Scholars receiving Tier 2 interventions will have their progress monitored on a weekly basis using Fastbridge. Teachers will meet bi-weekly with the SST to gauge effectiveness of interventions and adjust supports as needed. Observations of Tier 2 interventions will be made on a weekly basis by the Head of School or SSC in year 1, and Dean of Curriculum beginning year 2. On-going coaching and review of materials will be conducted by the Head of School and SSC in year 1, with addition of the Dean of Curriculum in year 2. **Tier 3:** Scholars who fail to make adequate progress with Tier 2 as measured by FastBridge, NWEA MAP, or STEP after 6-8 weeks of intervention or fall in the bottom 10% of NWEA MAP will receive additional support through Tier 3 interventions. Scholars will participate in 1:1 to 1:3 support from a general education teacher during RTI and specials blocks totaling up to 80 minutes of targeted, Tier 3 interventions daily. Using our diagnostic, skills-based screener, teachers will target support directly to the needs of the scholar. Teachers will meet weekly with the SST to monitor scholar progress and evaluate effectiveness of interventions. Observations of Tier 3 interventions will be made on a weekly basis by the Head of School or SSC in year 1 with the addition of the Dean of Curriculum beginning year 2. Additionally, on-going coaching and review of materials will be conducted by the HOS and Scholar Support Coordinator in year 1, with the of the Dean of Curriculum beginning in year 2.

If, after scholars repeatedly fail to make adequate progress with Tier 2 and 3 interventions, the Beacon College Prep SST will schedule a meeting with the family to decide if a special education referral should be made. If a referral is needed, the SST will schedule an evaluation to take place as quickly and efficiently as possible, and after no more than 30 days and the initial evaluation referral.

Bi-Weekly SST Meetings: Although monthly meetings of the SST are what is required, Beacon College Prep will hold bi-weekly meetings for data analysis and progress monitoring. These meetings will allow

¹⁸² FastBridge is successfully implemented and recommended by the team at Nashville Classical Charter School. It is also the progress monitoring tool currently used by the Metro Nashville Public School System. More information about FastBridge and its diagnostic and progress monitoring capabilities can be found at <http://www.fastbridge.org/>.

¹⁸³ More information about our blended learning curriculum and usage can be found in **Section 1.3**.

¹⁸⁴ Our daily schedule includes 40 minutes of RTI Monday through Friday. More detail about our daily schedule can be found in **Section 1.8**.

¹⁸⁵ In alignment with SCS guidelines, the decision to provide a two-day/three-day split in an RTI² team decision and may be appropriate for some scholars who need reading and math intervention. If the SST chooses to do a split intervention, the SST will watch the scholar's progress closely and make intervention adjustments if the scholar is not progressing in this model.

the team to analyze and evaluate the progress of our special populations and assess the effectiveness of the interventions currently in place for them. The team will discuss interventions and supports currently being offered in the general education setting as well as any additional and appropriate supports being offered throughout the day, such as pull out services, or Tier 3 interventions. Changes coming from these meetings will not be to adjust goals or expectations for scholars, but instead to customize or enhance materials or supports that scholars are receiving.

Figure 1.9(b): Tiered Interventions¹⁸⁶

Tier	Group Size	Dosage ¹⁸⁷	Teaching Strategies/Interventions
Tier 1 <i>All students</i>	Whole group Small group (5-10 scholars)	ELA: 240 min/day • 80 whole group • 80 small group • Up to 80 independent Math: 160 min/day • 60 whole group • 60 small group • Up to 40 independent	<p>ELA</p> <ul style="list-style-type: none"> • Whole group <ul style="list-style-type: none"> ○ Interactive read alouds ○ Shared reading ○ Teacher-modeled mini-lessons ○ Word study ○ Student discussion ○ Writers Workshop • Small group <ul style="list-style-type: none"> ○ Guided reading ○ Reading Mastery: phonics (K-2) ○ Core Knowledge: informational text (3-5) • Independent <ul style="list-style-type: none"> ○ Lexia Core5 (adaptive, targeted blended learning) <p>Math</p> <ul style="list-style-type: none"> • Whole group <ul style="list-style-type: none"> ○ Cognitively Guided Instruction (CGI): number stories ○ Calendar Math (K-1) • Small group <ul style="list-style-type: none"> ○ Eureka: conceptual development ○ Numeracy and fluency • Independent <ul style="list-style-type: none"> ○ Zearn (adaptive, targeted blended learning)
Tier 2 <i>10-15% of students</i>	Up to 5 scholars	RTI: 40 min/day	<ul style="list-style-type: none"> • ELA <ul style="list-style-type: none"> ○ Guided reading ○ Reading Mastery: phonics (K-2) ○ Core Knowledge: informational texts (3-5) • Math <ul style="list-style-type: none"> ○ Eureka: conceptual development ○ Numeracy and fluency practice/drills

¹⁸⁶ See the Tennessee Department of Education's "Response to Instruction and Intervention Framework."

https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹⁸⁷ Beacon College Prep's instructional schedule will exceed the Tennessee Department of Education's recommended Tier 1 literacy instruction dosage by 50-80 min/day and math by 10-40 min/day; Tier 2 ELA and math by 10 min/day; and Tier 3 ELA and math by up to 20 min/day.

Tier 3 3-5% of students	1 to 3 scholars	RTI (and pull-out during specials block, as needed): 40-80 min/day	<ul style="list-style-type: none"> Intensive, individualized instruction for highly focused skill development
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Figure 1.9(c): RTI² Meeting Types

Meeting	Timing	RTI-Specific Purpose	Participants
1:1 Post-Observation Coaching Meeting	Weekly during the teacher's planning period	To monitor the quality and fidelity of intervention implementation.	<ul style="list-style-type: none"> Head of School (Y1) Dean(s) of Curriculum (Y2-5) SPED/ELL teachers General education teachers
Biweekly Student Support Team (SST) Meeting	3:15-4:00pm the first and third Thursday of each month	To analyze data, monitor progress, evaluate the effectiveness of interventions, and determine any changes to individual scholars' interventions.	<ul style="list-style-type: none"> Head of School Scholar Support Coordinator Dean(s) of Curriculum (Y2-5) SPED/ELL teachers General education teachers
Monthly SST Program Check-In	3:15-4:00pm the fourth Thursday of each month	To evaluate the effectiveness of program implementation as a whole, create plans of action for upcoming assessment rounds, and appropriately adjust interventions as necessary.	<ul style="list-style-type: none"> Head of School Scholar Support Coordinator Dean(s) of Curriculum (Y2-5)
SST Annual Review Meeting	During the final month of the school year	To assess the quality of our RTI ² and special education program, including staffing decisions and the effectiveness of professional development in providing interventions, accommodations and modifications specified by individual education plans.	<ul style="list-style-type: none"> Head of School Scholar Support Coordinator Dean(s) of Curriculum (Y2-5)

(e) Identification and IEP Development

We will employ a comprehensive approach to proactively screen, identify, evaluate, and serve students suspected of having a disability while implementing safeguards against mis- or overidentification. (1) To ensure that families are aware of availability of special education and related services for eligible children with disabilities and methods for requesting such services, we will: provide information to parents and the school community at school events such as summer enrollment events, Back-to-School Night, and parent-teacher conferences; publish information and relevant dates in school manuals, calendars, and on our website; and make brochures regarding special education services available for parents and the public in our main office. (2) During Beacon Summit, the SSC will train all staff on how to recognize when a student may have a disability and determine when and how to initiate the evaluation process. (3) We will conduct universal screening processes, including RTI¹⁸⁸, parent/family interviews, and review of

¹⁸⁸ For more details about our Response to Intervention plan please see [Section 1.3](#) and [Section 1.9](#).

attendance, grades, and scores on norm-referenced assessments such as NWEA MAP and ANET. Analyzing formative in-class assessments, gathering qualitative feedback from general education teachers and families, and tracking effectiveness of various intervention attempts throughout the RTI process will prepare us to complete the "Analyze Existing Data" phase for scholars ultimately referred for evaluation. Scheduling regular RTI meetings will facilitate early, systematic identification of scholars to be referred for evaluation.

Following referral for initial evaluation by the parent, teacher, or SST, Beacon College Prep, and with a parent's written consent, will analyze existing student data to determine if additional assessments are necessary. Existing data may include, but is not limited to, teacher observations, classroom assessments, schoolwide screenings and assessments, state assessments, student grades and records, parent reports, health records, or data from other interventions. By consistently and systematically implementing these Child Find procedures, Beacon College Prep will ensure both that it prevents mis- and overidentification of students whose needs can be successfully met through effective Tiered interventions, and promptly identifies students in need of evaluation for special education services.

Once a child has been identified with a disability, his/her IEP will be fully implemented and revised as required, including: (1) timely development and implementation of the IEP; (2) hiring and retention of qualified professionals to implement all IEP services; (3) implementation of routine procedures to conduct ongoing IEP progress monitoring; (4) determination of appropriateness of IEP services; and (5) determination of appropriate settings for services within the Least Restrictive Environment. The SSC will prepare quarterly reports on students' progress towards their IEP goals, to be provided to families along with general education progress reports in advance of Parent-Teacher Conferences. The school will provide a continuum of services as directed by the Least Restrictive Setting identified in each student's IEP, ranging from push-in specialized instruction in the general education classroom to small group and individual pull-out and, if needed, full- or part-time self-contained special education classrooms. In addition to monitoring individual student's progress towards IEP goals, we will review the performance of students with disabilities on interim assessments throughout the year to ensure that all students are making progress towards grade-level standards. Based on these reviews, the Head of School may conduct a comprehensive assessment of the special education program, (staffing, curricular resources, IEP compliance and quality), providing coaching or supervision as required.

(f) Providing to English Learners (ELs) ---

We will serve and hold high expectations for all learners. Given the ELL populations in Raleigh, we anticipate that 5% of scholars will be identified as English Language Learners ("ELLs"). In order for our EL population to achieve at a high level, we will ensure proper identification, necessary supports and programs, and appropriate monitoring and evaluation of EL scholars.

Identification: To appropriately and effectively identify ELLs, we will follow a four-step approach. (1) We will use a Home Language Survey to allow self-identification by families. Providing this document in multiple languages and requiring this during enrollment will allow for immediate data. (2) If a home or native language is other than English, the SSC or an appropriately hired interpreter will conduct an informal interview in the scholar and family's native language. (3) If the scholar speaks a language other than English we will administer the W-APT and ACCESS for ELLs assessment. (4) Classroom teachers and the SST will use assessment results to inform appropriate interventions ensuring all scholars can access rigorous academic content and help to identify scholars who may be ELLs.

Staffing: With a projected 5% ELL population, our SSC will hold all necessary credentials and certifications needed to administer EL assessments and interventions. We will hire one teacher who is certified to Teach

English to Speakers of Other Languages as well as general education to provide any necessary services our scholars should require.

ELL Program and Evaluation: Our ELL program will be overseen by our SSC in year 1 and will be supported by a full-time ELL teacher holding a valid Teach English to Speakers of Other Languages ("TESOL") certification. The SSC will (a) supervise the coordination of services, (b) ensure all administrative tasks are completed, and (c) ensure teachers are trained on best instructional practices to support our ELLs. In year 2, the SSC will train a TESOL teacher to oversee the ELL program.

Our instructional model is designed to support ELLs and allow them to largely remain in core classes. Teachers will support ELLs in class by providing targeted supports and differentiation during small group such as additional verbal "at-bats" during Reading Mastery, increased exposure to read alouds during guided reading, or additional fluency practice during independent reading. Exposure to our strong literacy program will allow ELLs increased exposure to fluency and academic vocabulary. Small group (5-10 scholars) literacy and math instruction will allow ELLs to receive individualized, targeted support while reading and completing grade level appropriate texts and problems. Staying in the classroom will benefit ELLs' oral language development, providing them increased opportunities to engage verbally with peers (turn and talks, habits of discussion, being placed next to a peer with advanced English skills).

Annually, the Head of School will lead a thorough review of all components of our academic program, including those that serve our ELLs, and thorough review of students' academic performance, including growth and absolute scores on all major assessments; within this process, the Head of School will solicit the input of staff members, report findings to the Board, and ensure that we are consistently refining our approaches and resources to maximize the success of our ELLs.

Communication: We will provide open and proactive communication with all families. All letters, notices, newsletters, reports, and other documents will be sent home in the family's preferred language. A translator will be provided for all parent meetings and conferences when necessary.

(g) Serving At-Risk Students

Beacon College Prep is designed to identify and address the academic, social, and behavioral needs of all students in order to ensure full access to our rigorous college-preparatory curriculum. Implementing a comprehensive, data-driven Response to Instruction and Intervention system will ensure timely identification of and intervention for students at-risk of falling behind academically. Given current academic performance data for schools in the Raleigh neighborhood,¹⁸⁹ we have designed our Tier 1 core instruction in anticipation of serving a high percentage of students who are significantly behind state and national grade level standards. Each classroom will be co-taught by a pair of general education teachers, significantly reducing the student-teacher ratio and maximizing opportunities for small group instruction, including two hours of small group literacy and 60 minutes of small group math each day. We will employ Lexia Core5 in reading, and Zearn in math to provide personalized learning experiences for all students.¹⁹⁰ Scores from NWEA MAP and STEP literacy assessments every 6-8 weeks will determine additional interventions.

Through weekly SST meetings and review of NWEA MAP and STEP performance every 6-8 weeks, Beacon College Prep will identify scholars performing in the bottom 10-25% for additional support through Tier 2 interventions. These students will receive targeted small group instruction during the daily RTI blocks, as well as heightened progress monitoring through Fastbridge. If students do not make progress after 8 weeks of Tier 2 intervention, the general education teacher will begin providing 1:1 support during RTI

¹⁸⁹ For additional details on community need, see [Section 1.2](#).

¹⁹⁰ Additional information about Blended Learning can be found in [Section 1.3](#).

blocks and specials.¹⁹¹ If the students still have not made sufficient progress after another 8 weeks, the Scholar Support Team and family will consider referral for special education evaluation.

(h) Serving Gifted Students

We believe in challenging all scholars, including the intellectually gifted, to master the highest academic standards possible. Through the same systems and supports that will enable us to promptly identify and address the needs of scholars at risk of falling behind or in need of special education services, we will identify gifted scholars and provide them with additional enrichment opportunities and even more rigorous curricula. Committed to and designed to ensure the growth of all Beacon College Prep scholars, we have outlined clear, ambitious, and measurable accountability standards in **Section 1.4** focusing on the growth for all scholars. Through Tier 1 instruction, homogeneous grouping allows teachers to differentiate small group instruction to challenge more advanced learners. Gifted scholars will receive additional small group instructional time during our daily 40-minute RTI blocks and specials blocks as needed. Providing gifted scholars with differentiated material, we will challenge them by increasing the rigor and pacing of lessons and material offered. Gifted scholars in third grade, for example, may read Christopher Paul Curtis's *Bud, Not Buddy* (4th grade level) during their pullout time, while reading *Because of Winn Dixie* (3rd grade level) with their peers during literacy blocks but provided with extension questions that provide for more rigorous textual analysis. More rigorous material is coupled with the appropriate supports needed to allow the same productive sense of intellectual struggle seen from their peers in the general education setting. To provide this level of differentiation and support, we will ensure that gifted scholars receive these additional services from a special education teacher. We are designed to ensure academic partnership with all of our families, including those of gifted scholars. We will communicate with families the supports being provided within the school and progress made, while also providing families additional practices to promote learning at home.

(i) Response to Intervention

Beacon College Prep is designed to provide all scholars with the supports necessary to access our rigorous curriculum. We align ourselves with SCS in implementation of the RTI² protocol¹⁹², ensuring we are providing adequate scholar support while avoiding over-identification of disabilities. This protocol will be overseen by our SST, consisting of the Head of School, Student Support Coordinator, Dean of Curriculum (Y2), SPED/ELL teachers, and classroom teachers. Per SCS guidelines and best practice, the following normed three step screening processes will be followed: **Step 1:** Administer a nationally normed, skills-based universal screener as part of the universal screening process (NWEA MAP) to all scholars. **Step 2:** SST will use and analyze the results of skills-based universal screener (NWEA MAP) compared to other classroom-based assessments (STEP, Eureka Module Assessments, Exit Tickets, Work Samples) to confirm or challenge performance on the universal screener. **Step 3:** Scholars identified as "at risk" based on multiple sources of data (25%+ on NWEA MAP) will be administered survey level and/or diagnostic assessments to determine student intervention needs¹⁹³ (FastBridge will serve as our diagnostic as well as progress monitoring tool¹⁹⁴). **Step 4:** Apply data-driven analysis for data-based decision making for instructional materials and decisions in Tiers 1-3.

¹⁹¹ For additional details about our daily schedule please reference **Section 1.8**.

¹⁹² https://www.tn.gov/content/dam/tn/education/special-education/rti/rti2_manual.pdf.

¹⁹³ As required by the "Say Dyslexia" Bill (Public Chapter 1058 of the Acts of 2016), these survey-level assessments for reading must explicitly measure characteristics of dyslexia to include: phonological and phonemic awareness, sound symbol recognition, alphabet knowledge, decoding skills, rapid naming, and encoding skills.

¹⁹⁴ As noted, FastBridge is successfully implemented and recommended by the team at Nashville Classical Charter School. It is also the progress monitoring tool currently used by the Metro Nashville Public School System. More information about FastBridge and its diagnostic and progress monitoring capabilities can be found at <http://www.fastbridge.org/>.

Based on data results, our plans for scholars making adequate progress and those who are not making adequate progress can be found below.

Tier 1: Our classroom models and teaching methods are designed to provide the vast majority, or 85% of scholars, with the supports necessary to achieve at or above grade level. Each scholar in each K-2 classroom will receive 240 minutes of literacy instruction daily, including 120 minutes of small group literacy instruction. Additionally, scholars will participate in 100 minutes of math each day, including 60 minutes in small groups. In grade 3-5 scholars participate in 220 minutes of literacy each day, 120 in small groups, and 180 minutes of mathematics each day, 80 of which in small groups. In conjunction with small group instruction, scholars will also spend up to 80 minutes a day working on adaptive, targeted blended learning through Lexia Core5 in reading, and Zearn in math.¹⁹⁵

Tier 2: Scholars who fail to make adequate progress with Tier 1 interventions or deemed “at-risk” using NWEA MAP and classroom data (bottom 10-25% or 1.5 years behind grade level according to STEP) will receive additional Tier 2 Interventions. Scholars receiving Tier 2 interventions will receive additional small group instruction throughout the week in addition to their small group Tier 1 interventions. These interventions will be completed with a general education teacher during our 40-minute RTI block¹⁹⁶ daily¹⁹⁷, while their peers complete independent work or use one of our blended learning tools. Tier 2 groups will not exceed a 5:1 scholar-teacher ratio. Scholars receiving Tier 2 interventions will have their progress monitored on a weekly basis using Fastbridge in addition to classroom-based data and observation. Teachers will meet bi-weekly with the SST to gauge effectiveness of interventions and adjust supports as needed. Observations of Tier 2 interventions will be made on a weekly basis by the Head of School or SSC in year 1 with the addition of the Dean of Curriculum beginning year 2. Ongoing coaching and review of materials will be conducted by the Head of School and SSC in year 1, with the addition of the Dean of Curriculum in year 2.

Tier 3: Scholars who fail to make adequate progress as measured by FastBridge, NWEA MAP, or STEP, or fall in the bottom 10% of NWEA MAP, will receive additional support through Tier 3 interventions. In addition to other Interventions provided throughout the day, scholars will participate in 1:1 to 1:3 support from a general education teacher during RTI and specials blocks totaling up to 80 minutes of targeted, Tier 3 interventions daily. Using our diagnostic, skills-based screener, teachers will target support directly to the needs of the scholar. Teachers will meet weekly with the SST to monitor scholar progress and evaluate effectiveness of interventions as shown in **Figure 1.9(b)**. Observations of Tier 2 Interventions will be made on a weekly basis by the Head of School or Scholar Support Coordinator in year 1 with the addition of the Dean of Curriculum beginning in year 2. On-going coaching and review of materials will be conducted by the Head of School and Scholar Support Coordinator in year 1, with the addition of the Dean of Curriculum beginning in year 2.

Families of the scholar will meet with the SST to review scholar work through the Tier 2 process and the SST will inform families of the additional supports their scholar will receive. These communications will come by way of bi-weekly academic progress reports of all scholars, quarterly parent teacher conferences, and on-going communication between teachers and parents. If a scholar is not responding to Tier 1 and Tier 2 interventions as provided, the Head of School, on behalf of the SST, will send a letter home to families requesting a meeting. During this meeting, the SST will share data, an initial plan, and describe potential next steps to families. Families will be made aware that if a scholar fails to make adequate progress with Tier 3 interventions, it may be recommended that an evaluation for special education services, with a parent’s written approval, be conducted. Our goal as a school is to be as communicative as possible throughout the process, while ensuring that sound, data-driven interventions are

¹⁹⁵ More information about our blended learning curriculum and usage can be found in **Section 1.3**.

¹⁹⁶ Our daily schedule includes 40 minutes of RTI Monday through Friday. More detail about our daily schedule can be found in **Section 1.8**.

¹⁹⁷ In alignment with SCS guidelines, the decision to provide a two-day/three-day split in RTI² interventions and may be appropriate for some scholars who need both reading and math intervention. If the SST chooses to do a split intervention, the SST will watch the scholar’s progress closely and make intervention adjustments if the scholar is not progressing in this model.

implemented with fidelity, to ensure that all students are making adequate academic progress and that we do not over-identify scholars for special education services.

1.10 School Culture and Discipline

(a) Scholar and Family Handbook ---

Beacon College Prep's Scholar and Family Handbook can be found in **Attachment B**.

(b) School Culture ---

We believe it is imperative that our school not only equips scholars with the knowledge and skills necessary for academic success but with the habits and mindsets necessary to lead their communities. Our school culture will foster growth in both of these areas. We believe that a strong school culture is comprised of a strong school-wide community as well as a strong class-wide community, both driven by strong character values, and both built explicitly before and throughout each school year.

(c) Creation, Implementation, and Sustainability of School Culture ---

Beacon College Prep will create, implement, and maintain a positive school-wide culture with our families, staff, and scholars through: (1) explicitly teaching character development, (2) fostering a culture of individual and collective responsibility, (3) ensuring a safe and structured environment, and (4) celebrating growth and achievement.

(1) Explicitly Teaching Character Development

Scholars: To build a bright future for our community, scholars, and families, our school culture will be rooted in explicit character education based on our **BRIGHT** values of Bravery, Respect, Initiative, Grit, Honesty, and Teamwork. These values will uphold a community that creates, fosters, and drives investment, ambition joy, and pride in our behavioral and academic expectations.

Harvard University's Center on the Developing Child has found that "cognitive, emotional, and social capacities are inextricably intertwined, and learning, behavior, and both physical and mental health are highly interrelated over the life course."¹⁹⁸ High-performing schools consistently articulate a vision for scholars' character development, enacted through school-wide behavior systems and supported by ongoing social-emotional education. We are informed by the nationally recognized work of Tennessee's Valor Collegiate Academy, designed upon the belief that a person who has a well-developed character built upon a strong sense of self and strong sense of purpose within a strong community, combined with a strong academic program, will lead to measurable results in the classroom, and that by developing social-emotional skills alongside academics, student success will be found more quickly and more obviously.¹⁹⁹

Guided by the work of Valor and others, Beacon College Prep scholars will begin the school year with a three-day scholar orientation called Prep Academy where scholars will be warmly and excitedly welcomed into the school for the new school year. Scholars will become acquainted with our **BRIGHT** values through explicit lessons and role playing scenarios. They will learn foundational routines for our school-wide culture such as their class's university chant, our non-verbal show of support for one another, agreement and disagreement with other people's ideas and responses, and normed celebratory chants or cheers. Scholars will practice routines such as arrival procedures and hallway and classroom transitions. This time

¹⁹⁸ <https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2015/09/A-Decade-of-Science-Informing-Policy.pdf>

¹⁹⁹ Valor Collegiate Academy has been studied by Lead Founder Joseph Bolduc as part of the Building Excellent School Fellowship. The school is performing in the top 5% of all schools in Tennessee and is achieving growth in the top 1% of schools. More information about Valor can be found at <https://valorcollegiate.org/>.

will be used to explicitly teach Beacon College Prep expectations both academic and behavioral and uplifting the value of each scholar and our common sense of purpose. From speaking in complete sentences and managing individual school materials, to responding to a “check” for a behavior correction with maturity and treating our teachers and classmates with respect and a sense of team, scholars will leave Prep Academy with clarity around what it means, looks like, and sounds like to be a member of the Beacon College Prep community.

The development of character and scholarly habits that begins in Prep Academy will be built upon throughout the school day and across the school year. Every morning, each classroom will begin the day with a values-based Morning Meeting during which scholars will be led by their teachers to reflect on their embodiment of **BRIGHT** values, learn and practice social skills, and participate in goal-setting. Throughout the day, school staff will give specific, consistent, and clear feedback about scholar behavior choices, rooting feedback in how their choices reflect their demonstration of values and effect on the community. Ongoing feedback and Morning Meetings will be built upon within weekly Community Meetings as we celebrate, reflect, and learn as a school-wide community at Beacon College Prep.

Figure 1.10(a): Examples of Core Values in Scholars

Value	Action
Bravery	<ul style="list-style-type: none"> • We will raise our hands on difficult questions. • We will stand up for our classmates. • We will disagree with our classmates to stand up for our beliefs. • We will show our work in front of the class.
Respect	<ul style="list-style-type: none"> • We will show active listening by sitting up straight, tracking, and brain matching.²⁰⁰ • We will respect the classroom, school spaces, and materials even when no one is watching. • We will use habits of discussion to agree, disagree, build on or clarify others’ ideas.
Initiative	<ul style="list-style-type: none"> • We will complete our homework every night. • We will complete challenging problems during and after independent practice. • We will reflect on academic and behavioral goals and progress. • We will keep our materials organized without prompting.
Grit	<ul style="list-style-type: none"> • We will embrace difficult problems. • We will celebrate effort and learn from their mistakes. • We will eagerly raise college hands²⁰¹ during the last hours of the extended school day.
Honesty	<ul style="list-style-type: none"> • We will take responsibility when homework is not completed. • We will receive a consequence without becoming upset, admitting when we made a mistake or apologize when hurting a classmate’s feelings. • We will speak up when we do not understand a problem or concept.
Teamwork	<ul style="list-style-type: none"> • We will send support²⁰² to our peers as they attempt a difficult problem. • We will support peers in other classes during Morning Meetings and Community Meetings.

Staff: A strong school culture begins with clearly articulating the vision for Beacon College Prep as a warm, inclusive, supportive environment as outlined in **Section 1.1**. This will take place early, starting in the recruitment and hiring of staff members, as the Head of School will articulate a clear vision of the school’s culture and values within these processes and evaluate each candidate’s commitment to and alignment

²⁰⁰ “Brain matching” is a silent signal to show that scholars agree with one another or are thinking the same thing. It is made by sticking out pinky and thumb and pointing hand back and forth between you and the person with whom you agree. This is a nonverbal way of showing agreement and will allow teacher to quickly see which scholars he or she may want to call on next to elaborate or justify a scholar response.

²⁰¹ “College hands” are a way of showing eagerness, and enthusiasm about participating in class. A college hand has a scholar’s elbow by their ear, and is a way of showing scholars that we take pride in our class participation and are eager and willing to join conversations.

²⁰² Sending “support” is a nonverbal way of supporting your community. We show support by pointing our five fingers towards a community member and flutter our fingers. This nonverbal support shows someone that their peers are supporting them in that moment.

with this vision when building the founding team and continuing to grow the staff in all future years. Once hired, building these individually talented, mission- and values-aligned educators into a trusting, collaborative team prepared to operationalize and implement this vision will be the first priority of our professional development plan and will begin during our 17 day orientation during which leaders will engage the staff in vision-setting exercises to concretely articulate what this culture will specifically look, feel, and sound like in their own classroom and professional offices, reinforcing the understanding that a school's culture must be constantly, intentionally, and collaboratively created every day. Staff will practice difficult conversations, participate in bonding activities, and become a strong and cohesive team.

To maintain the vision for Beacon College Prep's culture, we will implement clear rubrics and measures of success for upholding scholar and staff culture and will focus on the following foundational areas. **Warm/Firm:** Balancing the expectations of meeting a high academic or behavioral standard while at the same time communicating this expectation in a caring and respectful way.²⁰³ **Culture of Error:** Creating an environment where scholars feel safe making and discussing mistakes, so we can spend less time searching for errors and more time fixing them.²⁰⁴ **Joy in Academics:** Utilizing challenges, competitions, humor, and celebration in order to build and foster a sense of excitement around school and learning.²⁰⁵

Weekly observations with an eye toward academic rigor as well as culture will assist in upholding the cultural expectations of Beacon College Prep. Teachers will participate in 1:1 coaching conversations, live coaching, and video reflection with the Head of School, Dean of Curriculum (beginning Y2), and Scholar Support Coordinator (beginning Y2) to practice these skills.²⁰⁶ Modeled after the national example of the Brooke Schools, teachers will participate in weekly co-planning sessions, 150 minute weekly PD sessions, and a combination of video self-analyses, peer observations, as well as leadership observations per year. Like Brooke, the Beacon College Prep adult community will provide for planned and prioritized space, tools, relationships, and protocols for open and honest feedback, and will be a place where feedback is shared systematically and transparently. Staff will be trained by the Head of School during Summer PD on what it takes to be a great Beacon College Prep teammate, and we will do this in part through the identification of adult "Super Behaviors."²⁰⁷ For us, there will be the three key drivers to adult culture in the building and will serve as the 'North Star' for adult actions. Adults will (1) be kind, (2) solve problems, and (3) do what's best for scholars. These actions will be reflected throughout the year in coaching conversations and professional development sessions about their impact on the adult community. We will similarly ask staff to reflect on key behaviors on a weekly basis at 1:1 coaching conversations. Key behaviors align to the **BRIGHT** values and examples of these behaviors are seen below in **Figure 1.10(b)**. Consistent reflection by staff and reinforcement from leadership will empower staff to uphold the culture themselves. Clearly defined evaluation metrics around staff culture and the role an individual plays in it will allow adults to know the value placed not only on scholar culture but staff culture as well.

Figure 1.10(b): Examples of Core Values in Staff Values

Value	Action
Bravery	<ul style="list-style-type: none"> • We will protect community norms and values, speaking up if peers are not upholding them. • We will be transparent with families about scholars' academic and behavioral progress. • We will be vulnerable in practice and welcome feedback.
Respect	<ul style="list-style-type: none"> • We will speak openly and honestly to and about our school community.

²⁰³ Lemov, Doug. *Teach Like A Champion 2.0*. San Francisco, CA: Jossey-Bass, 2015.

²⁰⁴ Ibid.

²⁰⁵ Ibid.

²⁰⁶ More information about our coaching model and professional development can be found in **Section 2.5**.

²⁰⁷ Modeled after Nashville Classical, adult super behaviors are identified and introduced by the leadership team to staff in the summer and are consistently spiraled into weekly PD and coaching conversations. The 2018-19 Nashville Classical super behaviors were 'Be Kind,' 'Find Solutions,' and 'Do What's Best for Kids.'

	<ul style="list-style-type: none"> • We will keep our classrooms and common spaces organized, neat, resourced, and clean. • We will assume the best about each other, families, and scholars.
Initiative	<ul style="list-style-type: none"> • We will seek answers to questions on difficult decisions rather than making assumptions. • We will arrive early, prepared for each day of school. • We will seek professional development opportunities, while reflecting on our practice.
Grit	<ul style="list-style-type: none"> • We will relentlessly analyze data and reflect on and inform practice to support all scholars. • We will bring energy and enthusiasm to the entirety of an extended school day and year. • We will act on our belief in the ability of all scholars and adults to meet our expectations.
Honesty	<ul style="list-style-type: none"> • We will reach out to peers or leaders when we need support doing our jobs well. • We will be honest when seeking help with personal responsibilities and time management. • We will accurately collect our scholars' data and use it to inform instruction and supports.
Teamwork	<ul style="list-style-type: none"> • We will collaboratively plan within grade and content teams each week for "our" scholars. • We will recognize each other with "shout-outs" during staff huddles and PD sessions. • We will partner with families, communicating school performance and supporting growth.

Families: Investing families in the school culture begins with the student recruitment process. During all recruitment events, school leaders will share our vision for school culture and behavioral expectations, explicitly connecting our **BRIGHT** values to the school's mission of preparing scholars to succeed in college and contribute positively to their communities. Before the school year begins, Beacon College Prep families will participate in Home Visits where they will meet their teacher and a member of the school leadership team and attend Family Orientation led by the Head of School where they will be introduced to all school expectations.²⁰⁸ We will continue this practice throughout the school year through ongoing proactive communication regarding scholar behavioral and academic progress. Parents will receive daily reports about behavior colors for scholars in K-2, end of day impressions for scholars in grades 3-5, and weekly paychecks in 3-5 (see **Section f** for more details on all items here). We will send home bi-weekly academic progress reports and invite parents to outreach events that will allow them to learn more about how to best support scholar learning at home. Parents will be invited to attend each of our weekly Community Meetings and other community-building events (Family Orientation, Back to School Night, Beacon Breakfasts, Family University Nights) as noted on our annual calendar in **Attachment A**. Comprehensive family engagement promotes a variety of positive outcomes for scholars, ranging from higher attendance to pro-social behaviors and improved academic outcomes.²⁰⁹ In a longitudinal study of Title I schools, the U.S. Department of Education found that frequent communication with families about scholars' academic performance resulted in higher reading and math achievement.²¹⁰ Exemplary Tennessee charter schools, such as Purpose Prep and Nashville Classical, incubated and supported through Building Excellent Schools, that proactively engage with families through a variety of forums, beginning with recruitment and Back to School Nights, followed by regular communication through weekly progress reports and phone calls home, as well as monthly newsletters, parent-teacher conferences and an open-door policy for observing the school in action during the day. Our engagement of families is informed by such research and designed upon such practices.

Figure 1.10(c): Examples of Core Values in Families

Value	Action
Bravery	<ul style="list-style-type: none"> • We will seek our scholars' academic and behavioral data and support their progress. • We will trust teachers to work in the best interests of our scholars.

²⁰⁸ More information about our Family Engagement strategies can be found in **Section 1.12**.

²⁰⁹ CDC. 2012. Parent Engagement: Strategies for Involving Parents in School Health.

https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf.

²¹⁰ U.S. Department of Education, Office of the Deputy Secretary, Planning and Evaluation Service, The Longitudinal Evaluation of School Change and Performance in Title I Schools, Volume 1: Executive Summary, Washington, D.C., 2001.

Respect	<ul style="list-style-type: none"> • We will assume the best in our teachers and school staff. • We will advocate for our scholars through an appropriate avenue and manner.
Initiative	<ul style="list-style-type: none"> • We will ensure our scholars are in school, on time, every day. • We will help our scholars with homework and learn how to best support learning at home.
Grit	<ul style="list-style-type: none"> • We will embrace the challenging curriculum of Beacon College Prep. • We will encourage our scholars to work hard and give their best every day.
Honesty	<ul style="list-style-type: none"> • We will complete family surveys when given each semester. • We will seek clarity about our scholars' data or feedback when they are unclear.
Teamwork	<ul style="list-style-type: none"> • We will attend Home Visits, Parent Teacher Conferences, and Back to School Nights. • We will partner with teachers to support our scholar's success at school and at home.

(2) Fostering a Culture of Individual and Collective Responsibility

Scholars: Our **BRIGHT** values will shape scholars' belief in their personal worth and responsibility and in their own power and responsibility within their community. Through a sense of collective responsibility, an individual is best supported to be great when the community is great. Beacon College Prep believes in the opportunity in Raleigh to maximize the leadership potential and collective power of our scholars.

These practices will take place in several forms. **Morning Meeting:** Each morning scholars will meet with their classroom community to reflect on their use of the core values, recognize their peers, set individual and class culture goals, and practice the skills and habits of a model community member such as conflict resolution and self-regulation. **Differentiated Community Service Curriculum:** Scholars will progress through a scope and sequence of community engagement and involvement skills that will become increasingly complex and external over time. In grades K and 1, scholars will learn to tackle projects within their classroom community such as taking care of a class garden or class pet. In grades 2 and 3, scholars will begin to identify and lead school-wide community projects such as a canned food drive or recycling campaign. In grades 4 and 5, scholars will begin community analysis and action planning within their neighborhood, such as partnering with a local church to plan, market, and hold a coat drive or small food pantry. Scaffolded appropriately and aligned to our mission, service-learning experiences in K-12 schools are shown to have lasting positive outcomes for scholars, ranging from increased self-confidence and reduced "risk" behaviors, to improved attendance, higher achievement on standardized tests, and increased civic engagement later in life.²¹¹ **Community Meeting:** Each Wednesday the school community will meet, and parents will be welcomed, for a celebration and recognition of successes across the school. We will foster individuality through Scholar of the Week recognition and individual scholar shout outs. Classes will show their pride through a class chant or cheer shared with the community. The school will celebrate examples of our core values and learn skills and habits to carry the community through the week. These meetings will begin as Leader-led, and scholars will be taught to drive certain aspects such as shout outs and chants and to take increasing ownership over such elements.

Staff: Beacon College Prep will provide regular and strategic opportunities for staff leadership and collaborative decision-making. One avenue for teachers to take on greater responsibility will be as leaders of grade level teams. As Team Leaders, they will provide instructional modeling, support with accountability, and input into schoolwide decisions. As instructional leaders, Team Leaders will be available as a resource for their fellow grade-level teachers, supporting new teachers on their team by providing feedback and mentorship and facilitating weekly meetings. Team Leaders will monitor and support their teams in adhering to deadlines and quality standards for instructional planning, data cycles, and other deliverables. They will facilitate weekly collaborative planning meetings, during which grade

²¹¹ Billing, Shelley. 2002. "Support for K-12 Service-Learning Practice: A Brief Review of the Research."

https://www.researchgate.net/publication/234681976_Support_for_K-12_Service-Learning_Practice_A_Brief_Review_of_the_Research.

level colleagues will work together to discuss academic and behavioral data and strategize responses. Team Leaders will provide teacher voice in high-level schoolwide decisions, including hiring new staff members, shaping school culture plans, and evaluating curricular purchases. Providing regular opportunities for teachers to work with each other and with Team Leaders will cultivate a culture of collaboration in which staff feel like teammates working towards one goal: raising scholar achievement.

Families: Beacon College Prep knows that families are valuable and necessary partners in the work that we do. We will strategically and proactively foster the same sense of community pride within our families as we wish to see with our scholars and staff and will be positive and proactive in engaging every family in the academic success and social growth of their scholar. We know that we cannot do this work alone, and to be successful families must not only trust in our school community but engage in it as well. We will go above and beyond in fostering a sense of collective responsibility in our families. Details of such mission-driven trust- and relationship-building with our parents are detailed here. **Beacon Family Council**²¹²: We will invite families to take on greater responsibility for the school as members of the family leadership council, which will meet monthly with school leaders to provide direct feedback about the school's academic program, guidance about school culture systems, and advice about our broader family engagement strategies. **Annual Home Visits:** 100% of newly enrolled Beacon College Prep families will receive a Home Visit in the summer before the school year begins. Visits will encourage staff and families to begin building a strong and trusting relationship prior to day one. This approach is grounded in research by Johns Hopkins University's Family Engagement Partnership which found that families who had received a Home Visit like this prior to the school year saw 2.7 fewer absences throughout the school year, leading to schools seeing a 24% reduction in absences and that scholars receiving Home Visits were 1.55 times more likely to be reading proficiently by grade's end.²¹³ **Quarterly Parent Teacher Conferences:** In addition to engaging in ongoing communication with their scholars' teachers, we will ensure that all families are able to participate in quarterly conferences to review their scholar's academic and behavioral progress, collaboratively construct academic and/or behavioral goals with the teacher and learn they can use at home to support their scholars' growth. **Monthly Beacon Breakfasts:** Beacon Breakfasts will be held monthly, for 10 months, led by the Head of School, and managed by the Head of School and Director of Operations. These will be an opportunity for families to engage with the Head of School about a predetermined discussion topic that will educate or inform families on things such as child development or how to prepare students for assessment rounds and serve as an opportunity to elicit family feedback about proposed changes to programming or curriculum. **Beacon Family University Nights:** We expect scholar learning to continue at home. Thus we provide multiple opportunities for ongoing family support in continuing learning at home. Through Beacon Family University Nights, we provide evening opportunities to learn how to best support learning at home. Topics may include supporting Eureka math strategies and concepts, further reading comprehension at home by asking questions, and increasing math fact or sight word fluency through fun and games.²¹⁴

(3) Ensuring a Safe and Structured Environment

The Beacon College Prep school day will be carefully structured with precise routines and procedures to maximize instructional time while creating a predictable learning environment on which scholars can rely. For example, school leaders will welcome scholars each day with a handshake at the front doors, followed by a warm welcome from teachers consistently standing at their classroom thresholds with a room ready for entry. This simple, layered routine sets a positive and calm tone for the day, reinforces the importance of each scholar in the school and classroom community, and allows multiple opportunities for staff to

²¹² Our Beacon Family Council is also represented on our Organizational Chart, found as **Attachment G**.

²¹³ http://flamboyanfoundation.org/wp/wp-content/uploads/2015/09/JHU-STUDY_FINAL-REPORT.pdf.

²¹⁴ More information about our family engagement strategies and dates of events can be found in **Section 1.12** and **Attachment A**, respectively.

notice and address individual scholar's needs. Teachers will participate in professional development on giving concise directions and receive feedback on plans for classroom routines for daily activities such as entrance and exit procedures, passing out papers, going to the bathroom, traveling through the hallways, and more. As researchers at Arizona State University's Department of Psychology concluded in 2018, consistent instructional routines promote academic growth by allowing young children to focus on novel learning tasks instead of changes in the surrounding environment.²¹⁵ Teachers will work together in grade level teams to plan mini-lessons for teaching school-wide and classroom-specific routines during Prep Academy, our first three days of school focused on culture-building, expectation-setting, and practice. Leaders will reinforce procedures and expectations by praising scholars and staff for exemplifying efficiency, urgency, and precision throughout the day, and fostering friendly class competitions to see, for example, who can clear their lunch table or complete their bathroom break most quickly and quietly.

(4) Celebrating Growth and Achievement

In *Teach Like a Champion 2.0*, Doug Lemov writes that "finding joy in the work of learning is a key driver of not just a happy classroom but a high achieving classroom."²¹⁶ Beacon College Prep is designed to create joy in learning, as we view joy as a crucial aspect of our culture and requirement for achievement.

Scholars: During Prep Academy, scholars will learn hand signals and chants for encouraging their peers throughout the school day, such as sending "shine" to scholars reading aloud, "brain matching" their peers with whom they agree and giving chants and cheers for academic success such as "You did it" after a classmate works their way through a challenging problem. Scholars will be shown how to embrace difficult problems, knowing that our brains grow best when encountering challenging work. Teachers will use scholar work as exemplars, showing "their favorite mistake" on a word problem that highlights a common misconception and normalizing the idea that errors are a step in the learning process, or by calling on scholars to explain their thought process to their peers after a CGI word problem.

Ongoing coaching, self-reflection, and grade level check-ins will provide opportunities for teachers and staff to improve the way in which they are developing school culture in the classrooms and working to ensure that teachers are constantly orienting scholars' attention towards behaviors that promote academic success while building momentum towards individual and class goals. In their classrooms, teachers will maintain visual data walls to help scholars track and celebrate their growth and progress.

We will celebrate scholar achievement through school wide events. Joined by our families, weekly Community Meetings will serve as an opportunity to celebrate a classroom that averaged an 87% on their last Eureka module assessment or provide shouts out to a scholar who grew two STEP levels on the last assessment round. In our hallways, we will hang bulletin boards decorated in university-themed colors and covered in scholar work samples. Teachers will nominate a "Scholar of the Week" to be celebrated at Community Meeting for exemplifying stellar academic or character growth or achievement. A prominent bulletin board in the lobby or common area will feature photos of the nominated scholars in action, along with a scholar-friendly description of why they were nominated. Classes may compete against grade level peers throughout the year on priority skills and behaviors, such as attendance and timeliness, time on-task in reading and math, and math fact fluency. The whole school might celebrate these classes by announcing winners during Community Meetings, rewarding them with free whole class incentives such as dance parties, added recess time, and a feature in the weekly family newsletter.

²¹⁵ Benitez, Viridiana L. and Jenny R. Saffran. 2018. "Predictable Events Enhance Word Learning in Toddlers." *Current Biology*. DOI:<https://doi.org/10.1016/j.cub.2018.06.017>.

²¹⁶ Lemov, Doug. *Teach Like A Champion 2.0*. San Francisco, CA: Jossey-Bass, 2015.

Staff: In addition to recognizing scholar growth and achievement, school leaders will celebrate staff's hard work and personal growth. Each day will begin with staff huddle during which we will share updates for the day and conclude with one staff member shouting out a peer. The next day, the receiver of the shout-out will lead in giving one to another peer. On Friday afternoons school staff will huddle for "gratitude," an opportunity for each staff member to share a values-based experience with another team member that they were grateful for that week. A team member might express gratitude to a peer who provided **Teamwork** through support in a difficult lesson, or for a scholar who showed exemplary **Grit** with their engagement during a week of intervention lessons. The Head of School will include a values-based "staff shout-out" section in weekly newsletters to highlight individual and team accomplishments. Our teacher workroom will feature a values-based "shout-out wall" to encourage staff to celebrate one another and foster a collective culture of recognition around our **BRIGHT** values and driven towards our mission.

One-on-one coaching sessions will begin with the Head of School and Dean of Curriculum beginning in year 2 who will encourage teachers to reflect on their own successes and growth using observable evidence from scholar data, video, photos, and/or scholar work samples. Leaders will be clear and honest about areas of success with teachers, while being clear and constructive when discussing areas of growth or next steps towards growth goals for instructional planning and/or implementation.

Abbreviated Wednesdays during which students dismiss at 1:20 and teachers will engage in PD from 2:00 to 4:30 will always begin with a "Teacher Feature," providing an opportunity for staff to see a peer in action, successfully implementing a skill or strategy discussed the previous week. This process will invest and empower teachers to view and utilize each other as a resource, while fostering a sense of instructional leadership and capacity in teachers.

(d) Creating a Culture for All

Beacon College Prep's vision of school culture is one in which scholars know their precious and unique value as individuals as well as the value of one another and the team as part of the greater school community. Scholars with special needs, limited English language proficiency, poor academic standing, or any other classification will be treated no differently as valuable human beings and valuable team members. They will participate in daily character development through Morning Meetings, benefit from a school-wide common, values-centered language, and weekly celebrations and Community Meetings. We do not anticipate making any drastic changes to our school culture plan based on any subgroup.

(e) Describe the Philosophy for Scholar Discipline

Our proposed discipline policy believes that behavior management is proactive, consistent, fair, and reflective. We are grounded in the steadfast belief that all scholars can achieve and rise to a high bar for behavioral standards when provided with clear, explicit, and structured supports. Many of our design elements are designed to keep scholars physically, emotionally, and intellectually safe and to prevent discipline from becoming a serious issue. We believe that difficult behavior is best prevented when classroom and school-wide systems are routinized and lessons are engaging. We intend to use instructional best practices and proactive techniques before resorting to our behavior system. Teachers will be taught, coached, and practiced in our 100% cycle: (1) consistently giving clear directions; (2) actively scanning for compliance; (3) positively narrating desired behaviors and moving in closer proximity to misbehaving scholars; (4) providing opportunity to do it again; and/or (5) using the least invasive form of correction. We believe in the power of community to set a proactive, strong, trusting relationship between scholars, staff, and families. This will create a classroom culture that is inclusive and based in our **BRIGHT** values (**Bravery, Respect, Initiative, Grit, Honesty, Teamwork**). When scholars are motivated by classroom leadership, community impressions, excitement of Morning Meeting and Community Meeting the joy of recess and choice time, and celebrations and acknowledgements of success through Scholar of

the Week, Treasure Chest, and Shout-Outs, they will be consistently motivated to buy into and demonstrate our values and expectations. See **Attachment B** for overview of rewards and special events.

We recognize that at times discipline issues will arise, and we will use a clear, consistent and fair system to respond. One governmental study of successful school turnarounds found that “implementing a consistent and explicit schoolwide behavior plan is...critical to allowing staff to focus on instruction” by minimizing scholar and staff uncertainty about expectations and appropriate responses.²¹⁷ Our approach to discipline is grounded in such findings.

Practices the school will use to promote good discipline, including penalties and incentives: As stated, we will (a) provide Tier I behavior support to all scholars through our proactive approach and (b) communicate expectations to scholars and families prior to the beginning of the year through Home Visits, Family Orientations, and Prep Academy. Through positive supports, consistent implementation, and clear and manageable expectations our behavior management system will be developmentally appropriate²¹⁸ as well as differentiated between our Lower Academy (K-2) and Upper Academy (3-5).

Lower Academy Behavior Management System: Our system in Lower Academy (K-2) will be based on a color chart and check system. The color chart tracks each scholar’s behavior. Every classroom will have a wall pocket chart with a scholar’s name and five colored cards. blue, green, yellow, orange, and red.

Figure 1.10(d): Color Definitions

Color	Meaning
Blue	<ul style="list-style-type: none">● I am a model for my community.
Green	<ul style="list-style-type: none">● I am a positive and productive member of my community.
Yellow	<ul style="list-style-type: none">● I am not contributing my best self to my community.
Orange ²¹⁹	<ul style="list-style-type: none">● I am making choices that negatively impact my community.
Red	<ul style="list-style-type: none">● I need time to reflect on my actions and to form an apology for my community.

The color cards coincide with the checklist teachers will carry on their clipboard with them throughout the day. When a scholar does not meet expectations, the teacher will administer a “check” on their checklist, which is the scholar’s first verbal warning. If a scholar was talking when the expectation was silent, this would sound like, “Ameera, first check, voices are off – I know you can fix it.” If the scholar is not complying for a second time, then they would receive their second verbal warning, and the teacher will administer a second “check” on their checklist. If the scholar receives a third “check,” there is now a logical consequence attached to their “check” as well as a color change. This would sound like, “Ameera, you are now on yellow, take a 3-minute timer and sit at your seat.” The scholar’s color card will also be changed to yellow in the pocket chart. This system will progress as the scholar moves through the rest of the system, with each check being associated with a logical consequence. The ninth check will mean the scholar now has a color change to red.

Scholars will rise to behavioral expectations based on both positive and negative incentives. Scholars who are on green or blue will be able to earn full recess and choice time every day. Each week, scholars will have 10 opportunities to earn a green or blue (AM and PM recording). If a scholar has at least eight greens and blues, and no reds, they will earn a prize from their classroom’s Treasure Chest weekly. Colors will also help decide scholar participation in community events and enrichment trips.

²¹⁷ Research on Effective Practices for School Turnaround. (2016). Massachusetts Department of Elementary and Secondary Education. <http://www.doe.mass.edu/turnaround/howitworks/turnaround-practices-508.pdf> p. 24.

²¹⁸ "Classroom Management". Apa.Org, 2019, <https://www.apa.org/education/k12/classroom-mgmt>. Accessed 18 Mar 2019.

²¹⁹ In grade 2, scholars will no longer use orange, as they have had sufficient time and maturity to no longer need this additional “warning” color.

Conversely, scholars unable to stay on green will have prescribed consequences. Examples are below.

Figure 1.10(e): Example Color Consequences

Color	AM	PM
Yellow	<ul style="list-style-type: none"> • Take time at desk to re-focus • 5 minutes off recess 	<ul style="list-style-type: none"> • Take time at desk to calm down • 5 minutes off Choice Time
Orange	<ul style="list-style-type: none"> • Reflection at Reset Desk in class • 10 minutes off recess 	<ul style="list-style-type: none"> • Reflection at Reset Desk in class • 10 minutes off Choice Time
Red	<ul style="list-style-type: none"> • Phone call home • Reflection with Dean of scholars • No recess 	<ul style="list-style-type: none"> • Phone call home • Reflection with Dean of scholars • No Choice Time

Upper Academy Behavior Management System: Aligned to the growing needs of our students in grades 3-5, this approach will be through an Impression System.²²⁰ Building upon the color chart system in Lower Academy, scholar behavior will be explicitly tied to the impression their community has of them at a given moment. Scholar names will be placed on magnets on an established section of the white board which will slide up and down the impression chart depending on scholar behavior.

Figure 1.10(f): Impression System

Impression	Meaning
Excellent	<ul style="list-style-type: none"> • My community views me as a model.
Positive	<ul style="list-style-type: none"> • My community sees me positive member.
Neutral	<ul style="list-style-type: none"> • My community does not have a strong opinion about me.
Negative	<ul style="list-style-type: none"> • My community views me as a detriment.

The system for moving up and down the Impression chart will match that of the Lower Academy, with a system of three checks equaling an impression change. Identification of impressions will mimic colors used in Lower Academy, with excellent printed on blue paper, positive on green, neutral on yellow, and negative on red. This alignment will create a sense of familiarity, especially for third graders new to the system. This system will introduce behavioral tracking via paychecks. Scholars will earn **BRIGHT Bucks** based on the Impression on which they end the day: excellent will earn 20, positive 15, neutral 10, and negative 0. Each week scholars will have the opportunity to trade **BRIGHT Bucks** into the Beacon Bank for prizes.²²¹ Scholar participation on enrichment trips and community events will also be based on **BRIGHT Buck** amounts. For example, in the 30 days leading to a field trip to university of Memphis, scholars would need to amass 405 **BRIGHT Bucks**, the equivalent of 27 out of 30 (90%) days ending on Positive or Excellent. Much like in the Lower Academy, scholars will lose time from recess, choice time, and in extreme instances complete thorough, adult-supported verbal and written reflections of the behavior depending on severity or developing pattern or repeated unproductive behavior.

Figure 1.10(g): Example Impression Consequences

Impression	AM	PM
Neutral	<ul style="list-style-type: none"> • Reflection at Reset Desk in class • 10 minutes off recess 	<ul style="list-style-type: none"> • Reflection at Reset Desk in class • 10 minutes off Choice Time
Negative	<ul style="list-style-type: none"> • Phone call home • Reflection with Dean of scholars 	<ul style="list-style-type: none"> • Phone call home • Reflection with Dean of scholars

²²⁰ The Impression System is found at Brooke Charter School in MA and has been observed to be highly effective scholars in grades 3-5 in building and fostering an understanding of how their actions impact the community around them. This system is directly aligned with Beacon College Prep's focus and core belief of valuing our communities and building skills of community impact and leadership in our scholars.

²²¹ This will happen on Fridays during lunch and recess. The HOS of DOO in Y1 and 2 and Dean of Culture in Y3+ will oversee this system.

	● No recess	● No Choice Time
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Suspensions: Suspension is defined as a temporary, complete exclusion from classroom-based activities. Beacon College Prep will employ the use of in-school and out of-school suspensions depending on the severity of the infraction. To create and maintain a safe, supportive, fair, and consistent school community and culture, Beacon College Prep reserves the right to suspend scholars from school when there are serious breaches to the discipline code. A scholar may be suspended only by decision of the Head of School. For any suspension of three days or longer, the Board of Directors will be notified. In all cases, parents or guardians will be informed of a suspension via phone call or in-person meeting and receive letter detailing infraction, suspension cause, conduct code breached, and time of re-entry meeting.

All suspended scholars will be required to attend a re-entry meeting with the Head of School in Y1 and 2, and the Head of School or Dean of Culture in Y3 and after. These will be used to address the concern, show collaboration between school and home, and work collaboratively with all families regarding necessary next steps. We will create an equitable environment with consideration of scholars' rights as prescribed by their disabilities, IEPs, Section 504 plans, or any other outlined special needs, accommodations, or modifications. Our RTI² Behavior Framework will evaluate a scholar's trends in behavior and the impact it has on the scholar's academic progress.

Expulsions: We reserve expulsions for scholars whose conduct constitutes a continued or serious danger to the physical wellbeing of other scholars and/or the staff. There will be zero tolerance for bringing a gun or deadly weapon to school or for any assault on school employees or scholars. A scholar may also be liable for expulsion for possession, use of, or selling of alcohol or controlled dangerous substances while on school property. Expulsion will be an absolute last resort, only considered when the school has exhausted all other efforts and the scholar has not responded to all other forms of discipline and support such as behavior modification plans, detention, suspension, advisor support, parental involvement, and counseling. For a scholar to be expelled, the process must be initiated by the Head of School and must include discussion with the scholar's parents, the SST, and any other applicable staff. A hearing must be held with the Head of School and parent or guardian present. A scholar who is expelled will receive due process under Tennessee state law which will include the following (subject to legal review and Board approval): The Head of School follows standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures. Investigations will be conducted within 48 hours of an incident, with a written report and expulsion decision made within 72 hours. If the Head of School determines expulsion is necessary, the scholar will be expelled. The Head of School will report to the Memphis Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons outlined in TCA 39-17-1309. Any decision to expel a scholar will require the Board's approval, and families may appeal the decision to the Board. Please see the appeals process below.

Appeals of Suspensions and Expulsions: It is the right of the parent to appeal a suspension or expulsion decision first with the Head of School in writing. If the appeal is not resolved, the parent may appeal to the Board of Directors in writing within 10 days of the suspension or expulsion. Beacon College Prep has the following policy as a guide for parents and guardians to hear their appeal in the most effective manner. This policy serves as a guideline, but the Head of School has the final decision in all matters that take place under the management of the school. The following procedure will be followed whenever a parent/guardian has an appeal: (1) The parent/guardian is to set an appointment to meet with the Head of School within 48 hours of the suspension and/or expulsion issuance. (2) The Head of School and Scholar Support Coordinator present evidence and data related to incidents hears the parent concern and appeal of suspension and/or expulsion. The Head of School, Student Support Coordinator, and family discuss the

rationale for decision and come to a resolution to uphold or remove the decision. If the issue is not resolved, the parent/guardian may ask for a grievance process with the Board of Directors. (3) If the issue remains unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board Chair of Beacon College Prep's Governing Board of Directors for final decision. The Board will make this decision upon review of a written report provided by the Head of School with all necessary facts and evidence, as well as the letter of grievance and evidence presented by the parent. (4) Parent is notified about decision of upholding or removing suspension or expulsion.

Students with Disabilities: When applying our discipline policy to scholars qualifying for special education services, Beacon College Prep will comply with all laws and regulations, including IDEA and Section 504 of the Rehabilitation Plan of 1973, to ensure that we are adhering to all accommodations and modifications outlined in a scholar's IEP or 504 plan. We will work in partnership with each scholar, family, and related services if necessary, to create an individualized behavior intervention plan to support the success of every scholar, in adherence to our RTI² behavior supports protocol.

If a scholar were to accumulate 10 days of suspensions, we will hold a manifestation meeting to determine if the behavior is a manifestation of any disability or special need. The school may only move forward with the discipline if it is determined that the scholar is consistently receiving all supports and accommodations and the behavior was not a manifestation of the scholar's disability. If the suspension does occur, the scholar will receive all missed assignments and will be supported by members of our Special Education department in completing them. The scholar and their family will have a re-entry meeting with the Head of School before returning to school to discuss strategies for the prevention of this behavior in the future and any necessary changes or additions in the case a Behavior Improvement Plan (BIP) was in place.

(f) Beacon College Prep Discipline Policy _____

For the Beacon College Prep Discipline Policy, please see Scholar and Family Handbook in **Attachment B**

(g) Adoption of Local District or Other School Policy _____

We do not intend to adopt the local district's or any other school's policy.

1.11 Marketing, Recruitment, and Enrollment

(a) Enrollment Policy _____

Beacon College Prep's Enrollment Policy is provided as **Attachment D**.

(b) Informing Families _____

Our work to date has been focused on creating community partnerships that allow us to engage with, listen to, and inform diverse stakeholders, community members, and potential families about Beacon College Prep. Our past, current, and planned engagement and information strategies are outlined below.

Information Sessions and Community Meetings: Since October 2018, the Beacon College Prep Founding Team has held information session and community meetings hosted by community partners such as the Raleigh Library and the Raleigh Community Center. Since February 2019, these information sessions have been weekly. Strategic timing has allowed us to reach the maximum number of neighborhood residents by hosting tables and holding sessions while partners hosted other community events such as cooking classes, holiday events, and community days. We have established community partnerships thus far with LeBonheur Children's Hospital, Raleigh Library, Raleigh Community Center, the Dwelling Place, and others where we will continue to engage with and recruit families. Into the spring, additional connections will be

made with Porter Leath locations (such as Covington Pike Head Start), Raleigh Community Church, For the Kingdom, and other local churches and businesses to assist with our engagement and recruitment efforts.

Online Presence: Beginning October 2018, Beacon College Prep has used multiple online platforms to promote and recap events, inform the public, and offer feedback platforms. Our website www.beaconcollegeprep.org allows visitors to sign up for our monthly newsletter, submit a community input survey, and learn about our school design and team. Our newsletter provides monthly progress updates and details design elements to our community. Facebook and Instagram pages have promoted tabling events, shared past events with followers, and shared more about our design, team, and updates.

Canvassing: In addition to hosting tables within the community, the Beacon College Prep team plans multiple door-to-door canvassing campaigns in both the pre- and post-authorization phases. These campaigns will allow us to meet and talk to members of our target community, share information about our school, and begin to target potential families for enrollment. To date, and while still over 17 months away from a projected school opening, Beacon College Prep has held two canvassing events in the 38128 zip code during which we have knocked on over 100 doors over 3 hours in the 38128 area. Additional canvassing events will be planned for the months of April and May.

Direct Mail: We have budgeted for a direct mailing campaign²²² to all households in our target zip-code of 38128 as well as neighboring zip-codes of 38127, 38108, and 38122 immediately post-authorization. This campaign will provide basic information about our academic program and school design, invite and inform families to upcoming events, and include applicable information regarding steps to enroll in the school.

(c) Recruitment Plan and Timeline

Figure 1.11(a): Recruitment Plan and Timeline

Timeline	Strategy/Activity/Event	Responsible Parties	Benchmark/Goal
July 2019 – September 2019	Continued relationship building with community partners or potential recruitment locations	- Lead Founder - Board's Community Engagement Committee	Secure locations for weekly engagement events, information sessions, or recruitment events
September 2019	Committee Action Planning meetings with Building Excellent Schools Leadership Team	- Lead Founder - Board's Community Engagement Committee - BES Leadership.	Vetted and approved Community Engagement and Recruitment Plan
September 2019 October 2019 November 2019	Two week-day, one weekend Family Information Sessions per week hosted by community partners	- Lead Founder - Board's Community Engagement Committee - Local partners	- 40 Intent to Enroll forms completed per month - 120 by December 1, 2019 - List of 30 potential volunteers
	Once per month community canvassing campaign, knocking on doors and sharing information about enrolling, volunteering, and supporting. Collect information of all interested parties	- Lead Founder - Board's Community Engagement Committee - Volunteers	

²²² Our **Pre-Opening Budget**, tab 3, line 136, allocates \$960 for postal charges in addition to the \$5000 and \$12,000 marketing and recruitment dollars budgeted on lines 150 and 175, respectively.

December 2018	One canvassing campaign, knocking on doors and sharing information about enrolling, volunteering, and supporting. Collect information of all interested parties	- Lead Founder - Board's Community Engagement Committee - Volunteers	- 150 Intent to Enroll forms completed by 12/31
	Identify twice weekly Head Start/Pre-k tabling events for January	- Lead Founder - Board's Community Engagement Committee	- Secure locations for at least 8 formal enrollment
	Send out first wave of mass mailing to all interested families about Become Beacon Campaign in January (first application window)	- Lead Founder - Board's Community Engagement Committee	Not applicable.
September 2019 – December 2019	Social media posts, and postings in local restaurants, churches, stores, and community gathering places publicizing community events, directing families to website for Intent to Enroll, and other engagement opportunities	- Lead Founder	- Make 7-10 social media posts per week for a total of at least 115 by 12/31 - Post flyers in 5-10 community gathering places each week, for a total at least 80 by 12/31
	Bi-weekly emails to all potential families encouraging them to attend events, how to stay involved	- Lead Founder	- Send at least 32 family engagement emails by 12/31
	Monthly newsletters sent to supporters, partners, and interested families	- Lead Founder	- Send four monthly newsletters by 12/31
January 2020	Become Beacon Campaign: Daily social media posts highlighting school details, family testimonials, and community support	- Lead Founder	- Make at least 31 social media posts by 1/31 - Hold at least 8 recruitment events at Head Start facilities by 1/31 - Collect 60 applications
	Hold 8 recruitment events at various Head Start facilities	- Lead Founder - Board's Community Engagement Committee	
January 2020 – May 2020	Mail Beacon Welcome Bags to all families who enroll ²²³	- Lead Founder	- Mail Welcome Bags to 100% of enrolling families by 5/31
February 2020 – March 2020	Two week-day, one weekend Family Information Sessions per week hosted by community partners *Including any charter school enrollment fairs organized by	- Lead Founder - Board's Community Engagement Committee	- Collect 60 application per month - 120 total

²²³ For budgetary considerations for enrollment and marketing, please reference tab 3, lines 150 and 175 of our **Budget**.

	outside entities		
March 2020	Early Application deadline: Become Beacon social media and canvassing campaigns reminding families to complete applications	- Lead Founder - Board's Community Engagement Committee	- Collect 200 applications to date
Last weekend in March 2020/ First Weekend of April 2020	Early Application Celebration: host a cook-out/event for all families who have early applied	- Lead Founder - Board's Community Engagement Committee - Founding Board	- 75% of applicant families attend
April 2020	Two week-day, one weekend Family Information Sessions per week hosted by community partners	- Lead Founder - Board's Community Engagement Committee	- 240 application collected
	Final Becoming Beacon Campaign leading to final application deadline	- Lead Founder	
May 1 2020	Application Deadline - host lottery	- Lead Founder - Board's Community Engagement Committee	240 application collected, 120 seats filled
May 2020 - June 2020	If not 100% enrolled, continue to host 3x per week recruitment events with our local community partners	- Lead Founder - Board's Community Engagement Committee	120 seats filled

(d) Ensuring Equal Opportunity

Beacon College Prep is a school designed to serve at risk students. We plan to aggressively recruit scholars from families in poverty and who are at risk of academic failure and will continuously demonstrate in all materials, presentations, and interactions, that we are a public school for all students, including those with disabilities and designated as English Language Learners. Our two-teacher model, extended time in core subjects, and focus on supports and intervention position Beacon College Prep to successfully educate scholars who have existing academic gaps, disabilities, or are ELLs.

Based on our target population and limited school options in the 38128 zip code, we will focus our outreach to current residents and social centers located within the Raleigh community. Canvassing events and direct mailing to neighborhoods and apartment complexes in the area will allow us to reach a large and wide number of families within our target community. Additionally, information sessions and strategic partnerships with head starts, the Raleigh Community Center, the Raleigh Library, and local churches will increase our presence and ability to recruit our target population.²²⁴

Although we do not anticipate a high ELL population given the existing school population averaging 5%, we commit to an inclusive recruitment strategy, printing and providing all materials in English and Spanish. We will contract with a translator as needed to complete all parts of the enrollment process.

(e) Target Organizations for Marketing and Recruitment

²²⁴ Please see **Attachment E** for Letters of Support from organizations willing to assist in marketing and recruitment.

Beacon College Prep is proposed on the belief that our communities matter. Since September of 2018, Beacon College Prep has met with a number of local organizations, sharing our vision, and actively searching for meaningful strategic partnerships for marketing and recruitment of families. We plan to foster these relationships and continue to build new ones.

Figure 1.11(b): Target Community Organizations for Recruitment

Organization	Purpose	Status
Raleigh Community Center	Community Engagement, Marketing, Recruitment	Partnership secured for marketing, recruitment, and engagement events.
Raleigh Library	Community Engagement, Marketing, Recruitment	Partnership secured for marketing, recruitment, and engagement events.
The Dwelling Place	Community Engagement, Marketing, Recruitment	Partnership secured for marketing, recruitment, and engagement events. Interested in partnering for a facility.
Raleigh CDC	Community Engagement	Partnership secured for marketing, recruitment, and engagement events.
Memphis Lift	Community Engagement, Marketing, Recruitment	Initial partnership created, will continue to host info sessions together and cultivate relationship further.
Raleigh Community Church	Community Engagement, Marketing, Recruitment	Initial partnership created, will continue to cultivate relationship.
Breath of Life Christian Center	Community Engagement, Marketing, Recruitment	Initial partnership created, will continue to cultivate relationship.
For the Kingdom Camp	Community Engagement	Initial partnership created, will continue to cultivate relationship.
Covington Pike Head Start	Marketing, Recruitment	Outreach for marketing, recruitment and engagement planned
La Petit Academy of Memphis	Marketing, Recruitment	Outreach for marketing, recruitment and engagement planned
Breath of Life Pre-school	Marketing, Recruitment	Initial partnership created, will continue to cultivate relationship.
Douglas Head Start	Marketing, Recruitment	Outreach for marketing, recruitment and engagement planned

(f) Assessing and Building Community Demand

To date, members of the Beacon College Prep Founding Team have actively engaged with hundreds of families and dozens of community stakeholders in a variety of ways. We have had a deliberate focus on engaging with a diverse group of community members by being as accessible as possible. Offering a variety of locations, event types, and communication styles, we have actively sought community participation through one-on-one meetings, information sessions, and tabling events - all used to listen to the community, share our vision, and garner support for Beacon College Prep. We have utilized our digital presence to encourage feedback via Community Surveys and subscription to our monthly

newsletter. Throughout our events we have consistently heard strong support for additional elementary school options for Raleigh's families. Most particularly, families and nonprofit leaders expressed overwhelming support and excitement for a school that values and emphasizes community and family engagement, and have expressed support for our academic and community leadership-driven mission.

Figure 1.11(c): Community Outreach Efforts to Date

Date	Organization	Type	Relationship/Outcome of Meeting
August – March	Memphis Rise	Education	- Continued collaboration with HOS to learn about Raleigh community, partner for co-observations, and engagement events in the future.
September	Tennessee Charter Center	Education	- Spoke with Director of Quality School Initiatives about school's mission and vision. Will partner with their Board Leaders of Color Collaborative to recruit board members.
September, October, February	LeBonheur Office Of Community Programs	Health & Community	- Met with Director of Marketing and Community Relations as well as program directors to share mission and vision of school and learn the work they do in the Raleigh community. Will continue to partner to provide access to services for families and scholars.
September	Grizzlies Prep	Education	- Met with the Head of School for a school observation and meeting about Raleigh neighborhood and greater Memphis education community. Will continue to collaborate and share resources through founding.
September - March	Freedom Prep	Education	- Spoke with Director of Academics about initial partnership, and utilizing school for co-observations with board members. - February: Completed co-observation with board members. - March: Met about continued partnership for support and collaboration through founding.
September - March	Raleigh Library	Community	- September: Met with acting director about recurring information sessions. - Host weekly tabling events on Behalf of Beacon College Prep. - March: met with branch director about continued partnership.
September, November	Memphis Merit Academy	Education	- Met with lead founder about current state of school funding, valuable community partnerships, and how Merit and Beacon College Prep could collaborate in the future.
September	Memphis Teacher Residency	Nonprofit & Education	- Met with Residency Director to hear more about the work MTR does and to share more about Beacon College Prep. Will maintain relationship for recruitment and engagement.
September, February	STAND for Children	Nonprofit	- Met with Communications and Community Engagement Manager about school mission, vision, and timeline and to hear about STAND's mission and work in community. - Met with Executive Director about continued partnership for community engagement events

September	Mid-South Peace and Justice	Community	- Met with Director of School Partnerships to share mission, vision and need with Beacon College Prep. Learned about the mission and work of MSPC. Will continue to build a relationship for engagement and programming in the future.
September - March	New Memphis	Nonprofit	- Spoke with Director of Outreach about mission and vision of school, have maintained a partnership for community engagement and board recruitment.
October - March	Memphis Interfaith Coalition of Action and Hope (MICAH)	Community	- Attend monthly education task force, meeting members of the community interested in problem solving around education. Continuing to partner to be involved in the larger Memphis education community.
October	Aster College Prep	Education	- Met with lead founder about current state of school founding, valuable community partnerships, and how Merit and Beacon College Prep could collaborate in the future.
October	St. Jude Children's Research Hospital	Health & Community	- Met with Sr. VP of Enterprise Operations about mission and vision of school. Will continue to work together for community engagement.
October, December	Choose 901	Nonprofit	- Met with Director of Recruitment to discuss Memphis, Raleigh, and what Beacon College Prep hopes to bring to the community. -December: Attended Holiday Arts fair, met with community based vendors interested in supporting a local community school.
October	Teach 901	Nonprofit & Education	- Met with Director to share mission, vision and timeline of school. Will continue partnership moving forward for recruitment and marketing.
November, February	Raleigh Community Center	Community	- Met with Executive Director to share mission and vision of school, and to hear about the programs offered by the community center. - February: Met to talk about continued partnership in neighborhood for recruitment, marketing and engagement.
November - March	Teach for America	Nonprofit & Education	- Met with Members of the TFA Memphis staff to share mission and vision for Beacon College Prep. Secured support and location for board meetings. Will continue partnership for teacher recruitment and engagement.
December	Green Dot Public Schools	Education	- Met with Director of Development for Green Dot Memphis. Will stay in touch to collaborate through founding (school visits, development strategies).
December	ACE Awareness Foundation	Nonprofit	- Met with former ED about community organizations working to educate and promote ACE awareness in Memphis, and Beacon College Prep's vision of educating all scholars and support children with ACEs. Will serve a connection into those organizations.
January, February, March	Raleigh PJA	Nonprofit	- Members of the founding team attend monthly meeting to listen to neighborhood reports and connect with members of the community who are interested in working to improve the neighborhood.

January - March	Legacy of Legends	Community	<ul style="list-style-type: none"> - January: Board Member, Jennifer Rich had lunch with the Executive Director to share mission and vision of the school. Hear about his work with ACEs. - February: HOS met with the ED and attended ACEs Summit at Georgian Hills MS to share school's progress, and plans. Continuing to cultivate partnership to train and teach staff and community about ACEs.
February - March	Raleigh CDC	Community	<ul style="list-style-type: none"> - Attended CDC MLK Day of Service Event (Feb), met members of the Raleigh community while cleaning local businesses. - Participated in CDC Raleigh Community Resources Expo (March), met organization leaders and members of the Raleigh community. - Met with Executive Director to share mission and vision, and secure a continued partnership.
February	The Dwelling Place	Community	<ul style="list-style-type: none"> - Shared mission and vision with Pastor. Spoke about need of the community and support for Beacon College Prep. Continued dialog about possible facility for school.
February	Agape North	Business & Education	<ul style="list-style-type: none"> - Met with Regional Director of School Partnerships to share mission and vision of school, and talk about partnership going forward.
March	Raleigh Community Church	Community	<ul style="list-style-type: none"> - Shared mission and vision with Pastor. Spoke about his experience in schools, working with ACEs, and work now in the community through faith. Spoke about the need for Beacon and the continued conversations about how to support going forward.
March	Holy Nation	Community	<ul style="list-style-type: none"> - Met with facility owner and pastor about the need of another education option in the community. Shared his experiences with charter schools in the past and how to support going forward. Also spoke about school building on church grounds as possible location for Beacon College Prep.
March	Communities in Schools	Community & Education	<ul style="list-style-type: none"> - Met with Executive Director to share mission and vision of school, and hear about work CIS does. Working to create a pilot program for CIS in a slow grow, start-up school.
March	Let's Innovate Through Education (LITE)	Nonprofit	<ul style="list-style-type: none"> - Met with Director of Finance and share mission and vision of Beacon College Prep. Listened to LITE's approach to recruitment, community partnerships, and support of scholars. Will continue to work together as resources for one another.

From approval to opening we will continue to focus our efforts within the Raleigh community specifically. We intend to offer a variety of engagement events, times, and settings in order to reach the maximum number of families and potential partners. Hosting community events such as service events, collaboration with early childhood centers in the area, community canvassing, tabling and information sessions throughout the neighborhood, continued use of a monthly newsletter, and social media marketing will all be used to increase our presence and demand within the community.

(g) Letters of Support

Beacon College Prep has been actively engaging, building, and expanding strong relationship at many levels of the community. Our comprehensive approach to community outreach has created partnerships and relationships with members of the education community within and outside of Memphis, from schools such as Freedom Prep and Nashville Classical to education non-profits like Relay Graduate School of Education, Communities in Schools, and The New Teacher Project. Our community of support includes non-profit members of Raleigh and the greater Memphis area, with support from organizations like the Raleigh Community Development Corporation and Raleigh Library, and Stand for Children and Memphis Inner City Rugby. We have also built support from Memphis business who value community partnerships, such as FedEx, St. Jude, and Le Bonheur. For Letters of Support, please see [Attachment E](#).

1.12 Community Involvement and Parent Engagement

(a) Post-Opening Recruitment

Many of our pre-opening recruitment strategies will carry over into our plan after opening. After analysis of and reflection on pre-opening strategies and accompanying results, we will implement and potentially expand strategies again that proved successful and eliminate those that were less fruitful. Information sessions at libraries, community centers, and churches, continued partnerships with area pre-k programs, participation in local community service and engagement events, along with direct mailing and canvassing will all likely play a major role in our post-opening recruitment efforts. Information session, community events, and canvassing events will be led by the Head of School, members of the operations teams, or trained volunteers depending on event and availability.

A major change after opening is the power of seeing our work in person. Modeled after the successful community engagement and student recruitment strategies of Nashville Classical, Beacon College Prep will implement weekly parent tours and information sessions. These tours will start with a brief opening from the Head of School followed by a tour the school with members of the operations team and trained family volunteers. The tour will allow prospective families to briefly observe classrooms leading to a Q&A session with the Head of School and current Beacon College Prep Parents. These tours will begin in January of year one and continue each week until the application window has closed.

In addition to enrollment tours, all weekly Community Circles will be open to the public. Using our social media pages and written communication to families, along with postings within local neighborhood venues, we will actively promote attendance at Community Circles and increase community presence.

Recruitment will be a constant focus for the Beacon College Prep team. In year 1 we will aim to maintain a waitlist of at least 50% of our kindergarten and first grade enrollment. We will focus our efforts then on retaining 95% of families from year one to year two. Any family that chooses to unenroll mid-year or chooses to not re-enroll will be asked to complete an exit survey so that we know the cause. This information will be used to identify trends and inform any appropriate adjustments to our program and/or communication to ensure the strongest engagement with and retention of families. Like in pre-opening, we will seek to maintain a waitlist in the case that backfilling during the year is necessary.

(b) Family Partnerships and Engagement

We believe that partnering closely with families and community members strengthens our school by better informing our decision-making, supporting students' learning at home, and giving students real-world leadership opportunities. Given our discussions of the last eight months across the community, we believe that our goals align with those of our families and that all families want their scholars to experience academic and personal success. We also understand that engaging all families will require our flexibility -

different families engage with schools in different ways at different times and these differences do not represent differences in how much they care about their children or their education. Finally, we maintain that engaging families and community members is an ongoing exchange, from which the school stands to gain as much as it gives by both proactively sharing information and listening deeply.

We embody these values through an array of programming intended to facilitate the flow of information, foster joy, and provide opportunities for leadership and growth. At the beginning of the year, Beacon College Prep will invite families to participate in Home Visits, Family Orientation sessions, and Back to School Nights. These events will give families an opportunity to learn more about the school's vision, structure and expectations, while also allowing the school team to learn about the family and their child. Each quarter, Beacon College Prep will host Family-Teacher Conferences during which teachers will collaborate with families to develop academic and behavioral goals for their scholar, discuss their scholar's progress, and provide targeted resources for families to support their scholar's learning at home. Monthly, we will have Beacon Breakfasts and Family University Nights. The school will distribute a weekly family newsletter, reminding families of school-wide events, updating them on scholar successes, and highlighting local resources or events for children and families. The Head of School will host monthly Beacon Breakfasts, opportunities to discuss school policies, solicit family feedback, and talk about upcoming events. Teachers will send home bi-weekly academic and weekly character reports, so families are promptly notified of any changes in their scholar's performance. Likewise, teachers will make daily phone calls home to celebrate successes, discuss any immediate concerns, and collaborate with families on how to best set their scholars up for success at school. Beacon College Prep believes that celebrating progress with families builds scholars' momentum and strengthens trust just as much as prompt communication about academic and behavioral issues. These calls also give teachers the chance to learn more about what families are doing at home to support the scholar's success, or to better understand external challenges that may be impacting the scholar's work in school.

Joy drives Beacon College Prep's mission - we know that fostering joy with our families will reinforce their confidence as members of the school community and strengthen their relationships with the school team. Seasonal events such as Harvest Festival and Summer Block Party will give families a chance to relax and socialize with other families and staff - a strong Beacon College Prep community depends not only on relationships between families and staff but among families and scholars. Likewise, chaperoning ongoing field trips to colleges and museums will give families the opportunity to discuss long-term academic goals with their scholars, learn more about colleges and their scholars' studies, and get to know other scholars and families.

Beacon College Prep's deep investment in its teachers' and leaders' development extends to developing relationships with families as essential educational partners. To that end, Beacon College Prep will offer a series of workshops designed to increase families' confidence as educators at home, strengthening their understanding of academic data, content and learning strategies, as well as child development and parenting strategies. These sessions will be held in the evenings as part of Beacon Family University, as well as in the morning as part of our Beacon Breakfasts. It is our goal that opportunities in both the evening and the morning will increase access for families, however, all events will be streamed and recorded via Facebook Live for those who cannot be in attendance. All sessions will be planned by the Head of School with input from our Beacon Family Council (please see below) and input from community partners as applicable; our Director of Operations will prepare, facilitate, and communicate around each event.

Families will strengthen Beacon College Prep through their involvement in Beacon Family Council ("BFC"), advising school leaders about school-wide priorities, school policies and procedures, and community and family engagement. They will discuss those topics on a monthly basis with the Head of School and Director of Operations. In addition to chaperoning field trips, Beacon College Prep will invite families to participate

as volunteers in classrooms (serving as reading buddies or leading career day talks), host weekly visitors to the school, and lead the planning and execution of schoolwide celebrations.

Recognizing that families' communication preferences and availability vary, we will offer a variety of opportunities to share their thoughts with school leaders to ensure that we are reaching as many families as possible. We will gather family feedback on schoolwide programming through midyear and end-of-year surveys, as well as surveys conducted during quarterly Family-Teacher Conferences. Surveys will gauge family satisfaction with and suggestions for improving the school, including but not limited to, their scholar's classroom experience, family communication, and schoolwide policies. We will encourage families to provide feedback directly to the Head of School during monthly Beacon Breakfast sessions, as well as within one-on-one meetings by request. The school invites families interested in providing input in a formal capacity to join the Family Leadership Council, described in more detail in **Section d** below.

Beacon College Prep believes in the power of engaging with the community inside and outside of school. As described in **Section 1.3**, scholars will plan and complete a community service project in grades 4 and 5; we will organize community service days throughout the year, encouraging our school community to engage with the wider Memphis community; partnerships with the Raleigh CDC and local churches will be leveraged to help plan events. We will bring the larger community into our school by hosting community members during weekly Community Circles and school tours and inviting local nonprofits to host events at our school – thus opening our school community as widely as possible to the Memphis community.

(c) Informing Families of School Policies and Volunteer Opportunities ---

We believe that clear, consistent communication around school expectations and policies is crucial to building relationships and earning the trust of our families. We will provide multiple opportunities to inform and educate families of our policies. Additionally, as described in **Section 1.12(b)**, we plan to provide multiple opportunities for our families to volunteer within the school.

Family Orientations: Before the start of each school year, there will be three (3) separate Family Orientation events leading up from early summer to the start of school. These orientations will serve as opportunities for families to see the school, meet staff, and learn about the mission, vision, and programming of the school. Families will receive a Scholar and Family Handbook and orientation will outline all policies, commitments from families, and volunteer opportunities at the school.

Scholar and Family Handbook: Each family will receive a Scholar and Family Handbook in their home language at the start of every year. Families will be asked to read the document and return a signed contract stating that they have read and understand all Beacon College Prep policies and procedures. Many topics will be discussed during Family Orientation; the Head of School and teacher contact information will be provided in the case there are additional questions, comments, or concerns.

Beacon Breakfasts: As discussed in **Section 1.10 and 1.12(b)**, Beacon Breakfasts provide a monthly opportunity for parents to engage with the school about upcoming events, opportunities for family education, and to be informed or discuss and potential or upcoming school policy or routine changes.

(d) Family and Community Programs ---

Beacon Family Council: Our Beacon Family Council ("BFC") is a way for our most active and engaged families to stay involved in the school. The BFC will have elected officers (appointed in Y1 by the Head of School) and will meet monthly with the Head of School. Topics of discussion will include upcoming school events where they will help organize volunteers, community engagement, or canvassing events for which they will help organize community support, and when family voice, opinion, or support is required for policy or procedural changes within the school. The BFC will be involved in deciding topics for Beacon Family University Nights and promoting strong attendance at the events.

Beacon Family University Nights: Monthly, we will hold a Family University Night for Beacon College Prep families and community members. University Nights will benefit families and community members by providing ongoing opportunities to learn how to best support their scholars at home. Topics may include supporting Eureka math strategies at home, how to best support reading comprehension through questioning, and increasing math fact and sight word fluency through fun and games.

All family programs named throughout this section can be found in our annual calendar in [Attachment A](#).

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

(a) Governance Philosophy

Beacon College Preparatory Charter School (“Beacon College Prep”) will be governed by a Board of Directors (“Board”) that maintains active and effective academic, fiscal, and regulatory oversight of the school primarily through their relationship with the Head of School and in its role as governors and public stewards. The Board will establish vision and set policy and will delegate day-to-day decision-making and implementation responsibilities at the school level to management. The Governing Board will be composed of high-capacity individuals with diverse skill sets, backgrounds, and experiences who are fully aligned to the mission and vision of Beacon College Prep and fully committed to the oversight and accountability responsibilities of a Governing Board. The Founding Board will understand their role in assuming the authority over and accountability for all matters of school governance while overseeing critical elements of school administration. Our school design is based on best practices of the highest performing charter schools in the country and here within the State of Tennessee. Our governance philosophy will be the same. As with school management, our governance will have a clear focus on academic achievement and hold scholar performance, fiscal health, and regulatory compliance at the forefront of all decisions, policies, and actions. Best practices shared in Brian Carpenter’s *Charter School Board University* will be implemented in order to operate a Board positioned to ensure that the school produces measurable scholar results each year, properly manages and accounts for all taxpayer and philanthropic funds each year, and complies with all applicable local, state, and federal laws each year, in addition to meeting all authorizer requirements.

(b) Composition, Size, and Representation of Stakeholders

Composition and Size: The Founding Board will have 7 to 15 members as outlined in its Bylaws. The Board currently consists of eight members. The Board has plans to grow to 9 to 13 members post-authorization, and before the start of the first school year. For voting purposes, the Board will consist of an odd number of Directors. All Directors will bring varied skill sets including legal, education, finance/accounting, human resources, marketing/PR, strategic planning, facilities, and community outreach. Members of the Founding Team, all of whom with the exception of Joseph Bolduc will serve on the Governing Board. Proposed Head of School Joseph Bolduc will be the only staff member who reports to the board. He will also attend all Board meetings. The Board will meet a minimum of once per month, and more frequently if deemed necessary at any particular point in the life of the organization. The Board will operate within a committee structure, with all members serving on at least one committee. **Figure 2.1(d)** provides all current Beacon College Prep Founding Board Members.

Representation of Key Stakeholders: All Board meetings will be open to the public in accordance with T.C.A. § 8-44-101, Beacon College Prep will adhere strictly to Tennessee’s Open Meeting Act. The Board will allocate time for public comment, feedback, and questions in each Board meeting agenda. Days, times, and agendas of all meetings will be posted on our website no fewer than 72 hours before the meeting. In accordance with T.C.A. § 49-13-109, our Governing Board shall include at least one (1) parent representative whose child is currently enrolled in Beacon College Prep. Our parent representative will be added to our Governing Board within six (6) months of our school’s opening date.

(c) Evaluating School, Leader, and Board Success

School Evaluation: The Board of Directors will be responsible for monitoring the academic results of the school and ensuring its proper financial management and organizational stability. The Board of Directors

is tasked with providing oversight, and evaluating how well the school is delivering upon its promises, goals, and metrics as outlined within the charter while the management and day-to-day operations are left to school management. A dashboard will provide the Board with key metrics and data points on elements including enrollment, attrition, daily attendance, and scholar assessment growth, comparative, and absolute performance. Data points will allow the Board to evaluate the effectiveness of management's execution of the school design and completion of our goals according to clear metrics. The Board also will be presented with monthly financial statements that have been prepared by management with the support of our financial back-office provider¹, as well as previously reviewed by the Finance Committee. All financial statements will include a balance sheet, cash flow statement, income and expense statements, and the budget versus actual report. The Board is responsible for ensuring an annual fiscal audit of the school, in addition to annual reporting of all academic metrics, financial health, and overall school performance.

Leader Evaluation: The Board will hire, set compensation for, support, and evaluate the Head of School. Each year, the Board will conduct a comprehensive, formal evaluation of the Head of School to determine his/her effectiveness in executing the mission of and delivering on the goals for Beacon College Prep as outlined in **Section 1.4**. This comprehensive annual written evaluation will be conducted by a group of Board members, led by the Chair. Upon completion, this evaluation will be shared with the Head of School and be placed in his/her personnel file and will evaluate the leader against a set of predetermined goals and criteria in the areas of Academic Performance, Financial Management, Fidelity to the Academic Program, Satisfaction of Families, Teachers, and Scholars, and Fundraising/Community Relations. **Figure 2.1(a)** provides a sample evaluation rubric that will be adapted and used by the Board to evaluate the Head of School during the planning year, with focus on the roles and responsibilities required for a strong school opening. A similar rubric focused on these areas and aligned to the priorities and goals of each operational year will be used in all subsequent years.

Figure 2.1(a): Sample Leader Evaluation – Planning Year

Academic Program			
Responsibility	Planning Year Measurement	Evaluation	Comments
Create, monitor, and sustain a school culture of academic excellence through consistent implementation of systems and structures to maximize student learning.	Culture Handbook Operations Handbook Home Visits Family Orientations Staff Orientation	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Create, monitor, and sustain an exemplary K-5 academic program that supports strong academic achievement for all learners.	Curriculum/Assessment Handbook Instructional Handbook Curriculum Resources	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	

¹ We have had initial conversations and received application support from EdTec. A Letter of Support from EdTec can be found in **Attachment E**.

Facilitate staff development and administrative meetings in coordination with other members of the leadership team, including Teacher Leaders.	Staff Orientation Readiness	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Lead all student community meetings in coordination with the Dean of Culture.	Culture Handbook Operations Handbook Home Visits Family Orientations	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Draft and communicate evaluations of all staff members.	Evaluation protocols	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Organize, plan, and lead orientation, training, and evaluation of all staff members.	Staff Orientation Readiness	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Provide instructional leadership through regular observations, feedback, and meetings, and additional metrics of support to provide a quality instructional program to students within the context of a disciplined school culture.	Feedback protocols	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Analyze student achievement data as well as teacher performance data on variety of metrics, quantitative and qualitative, and use information to collaborate with rest of school leadership team on strategic plan and short- and long-term vision for school.	Data analysis protocols Data dashboard protocols	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully Satisfied	
Implement all student discipline, code of conduct, and behavior standards and policies with Dean of Culture and in conjunction with other administrative/teaching staff.	Student and Family Handbook Home Visits Family Orientations	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied	
Review all student report cards before disbursement to families, or delegate to appropriate staff member(s) upon school growth.	Report card template	<input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully Satisfied	

Supervise and direct culture of school by monitoring academic program and implementation of school's discipline code to ensure safe and focused school environment.	Student and Family Handbook Culture Handbook Curriculum/Assessment Handbook Instructional Handbook Operations Handbook	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
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Financial Management			
Responsibility	Planning Year Measurement	Evaluation	Comments
Manage and allocate school resources, including financial resources, in alignment with values of school and board-approved annual budget; work with Dean of Operations to evaluate accuracy of all financial documents.	Annual Budget Monthly Budget Operations Manual Chart of Accounts Compliance Reports Vendor Contracts	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Supervise and monitor daily inputs and outputs of school including accounts payable and receivable, cash receipts and disbursements, payroll/benefits, taxes, staff, and school supplies.	Financial Controls Policies/Manual Annual Budget Monthly Budget Monthly Management Reports	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Collaborate with Dean of Operations and back-office-provider to prepare and submit required reports, evaluations, and data to all external and funding sources.	Operations Manager hire Compliance Reports Grants Grant Reports Monthly Management Reports	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
Work with all school stakeholders, Board of Directors and its committees, to acquire and collect resources, financial and in-kind, for instructional, extracurricular, and enrichment needs.	Development and Community Outreach Coordinator hire Grants Grant reports Enrollment targets	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	

Responsibility	Planning Year Measurement	Evaluation	Comments
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<p>Manage and work closely with Dean of Operations as well as all other staff on all responsibilities associated with positions, including representatives of all outsourced business functions.</p>	<p>Vendor contracts Dean of Culture Hire Development and Outreach Coordinator Hire Staff Manual Facility Readiness</p>	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
<p>Manage and direct recruitment, hiring, and retention of all staff members, including salary, contract, and benefit orientations.</p>	<p>Fully hired staff Background checks completed and clean HR details in place for all hires, including all benefits Monthly budget</p>	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
<p>Coordinate lottery, admissions, enrollment, and waitlist procedures for the school.</p>	<p>Completed lottery Enrollment policy Fully enrolled</p>	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
<p>Implement all personnel policies.</p>	<p>Staff Manual Fully hired Staff Orientation Readiness Monthly Management Reports</p>	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	
<p>Serve as primary spokesperson for school to internal and external constituents including media, community members, parents, political leaders and representatives, and visitors.</p>	<p>Monthly Management Reports School Newsletter Family and Student Handbook Student Enrollment Packet Family Newsletter Template Visitor Guidelines and Welcome Packet</p>	<ul style="list-style-type: none"> <input type="radio"/> Not satisfied <input type="radio"/> Partially satisfied <input type="radio"/> Fully satisfied 	

Board Evaluation: The Board will conduct an annual self-evaluation, supported by Building Excellent Schools (“BES”). This tool will be finalized no later than December 2019 and will evaluate a Board member’s attendance, committee participation, and contributions to fund development. The tool will also provide an opportunity for feedback to increase the overall effectiveness of the Board of Directors in direct alignment with ensuring the school’s achievement of academic, fiduciary, and organizational goals.

(d) Expanding Board Capacity Over Time

The cultivation and acquisition of new Board members with necessary skill sets and strong-mission alignment and commitment to oversight and accountability will occur via recruitment of Board prospects, continuous development and governance training with the support of BES, and will be led by our

Governance Committee. We will always assess our needs for new Board members based on mission alignment, our commitment to oversight and accountability, any skill sets we lack, and the need for connection and commitment to our community. During our transition from a Founding Board to a Governing Board, our Board will seek to grow from eight (8) individuals, to 9-11 by school opening.

In our search for new members we will always value individuals with experience in board governance and the potential to serve as an officer on the Board as well as on one or more committees. All Board prospects must have: (1) an unwavering belief that all children can and will learn regardless of their demographics; (2) expertise in their profession and alignment to our mission; (3) commitment to devoting their time, resources, and networks necessary to support the mission and serve on one or more Board committees.

As stated in our By-laws, the Governance Committee will have the responsibility for identifying new Board prospects, presenting these prospect profiles to the Board for its consideration and vote, the orientation of any new members to the Board upon Board approval, and ensuring new members agree to the policies of the Board and the school, including but not limited to, our Conflict of Interest Policy and Code of Ethics. The entire Board will leverage their personal and professional networks to support the growth in Board capacity and membership. It will be the role of the Governance Committee to review resumes, interview candidates, and present new members for final board approval.

New Board members will receive training led by the Board Chair and the Governance Committee around the mission and vision of the school, the understanding of community need, the distinction of responsibilities between governance and management, the core components of the school design, as well as the committee structures of the Board. All new members will review the charter document, the Board's Bylaws, Conflicts of Interest Policy, and Code of Ethics. New members will also read and review previous meeting minutes in order to best transition into an active and knowledgeable role as quickly as possible.

(e) Transition From Founding Board to Governing Board ---

Upon authorization, the Founding Board will transition to a Governing Board, composed of at least seven (7) and no more than fifteen (15) members, as noted in our Bylaws as provided in **Attachment F3**. As stated in the previous section, Beacon College Prep's Board will seek to grow from its current size of eight (8) members to 9-11 in the months after authorization before school opening. Once authorized, a Board meeting will be held to vote and adopt the proposed Bylaws and Conflict of Interest Policy, install officers, and establish our committee structures. The Founding Board intends Joseph Bolduc to serve as Founding Head of School and once chartered, will formally approve the job description for the Head of School position, establish metrics for evaluation of and set compensation for that role, and officially hire the Head of School position. The Board will be charged with the annual formal evaluation of the Head of School and the monitoring and reporting of metrics indicative of school success. The Board will delegate to the Head of School all managerial duties, including but not limited to, the hiring, development, and evaluation of all school staff, the design, procurement/development, and implementation of all curriculum, and the establishment, development, and implementation of our school culture across multiple communities including families, staff, and students. The Board will be led by four elected officer positions to meet specific needs of our organization, and are outlined in **Figure 2.1(b)**.

Figure 2.1(b): Board Officer Descriptions

Officer Title	Responsibilities
Chair	<ul style="list-style-type: none"> ● Works with Head of School, other Board Officers, and Committee Chairs to develop the agendas for Board of Director meetings and presides at these meetings. ● Appoints Committee and Task Force Chairs. ● Establishes and maintains systems for: planning organization's human and financial resources, setting priorities for Board development, reviewing operational effectiveness, ensuring legal and ethical standard of the Board, hiring and evaluating the Head of School, and developing an effective pipeline of future members of the Board. ● In conjunction with Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently. ● Serve as Governance Committee Chair. ● Works with the Head of School and the Board to develop goals and expectations for the Board that support organizational priorities and governance concerns. ● Ensures and exhibits effective Board communication.
Vice-Chair	<ul style="list-style-type: none"> ● In Chair's absence, presides at meetings of the Board and serves as ex officio member of standing committees. ● Works with the Chair to assist in developing the agendas for Board meetings. ● Advises the Chair on appointing volunteers to key leadership positions, including positions as Chair of Board Committees and Task Forces. ● Assists the Chair in communication with Committee Chairs as needed. ● Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner. ● Conducts other duties as delegated by the Chair.
Treasurer	<ul style="list-style-type: none"> ● Chair of the Finance Committee. ● Provides direction for the oversight of the school's record-keeping and accounting policies. ● Ensures the presentation of timely and meaningful financial reports to the Board to ensure that the full Board completely understands the school's financial condition at all times. ● Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation. ● Oversees development and Board review of financial policies and procedures. ● With Finance Committee, monitors adherence to financial policies and procedures adopted by the Board. ● Develops and monitors any investment policies adopted by the Board. ● Leads Board in assuring compliance with federal, state, local and other financial reporting requirements. ● With the Finance Committee, reviews and presents the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
Secretary	<ul style="list-style-type: none"> ● Certifies and keeps original or a copy of the Bylaws as amended or otherwise altered to date. ● Takes and keeps all minutes of all meetings of the Directors. Minutes will include a record of time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting, and the proceedings thereof. ● Present all minutes for approval by the Board. ● Ensure all notices are duly given in accordance with the provisions of the Bylaws or as required by law. ● Maintain all records such as minutes and agendas and ensures timely notice of all meetings. ● Perform all duties incident to the office of the Secretary.

(f) Board Development

Beacon College Prep will ensure the development and growth of the Governing Board. To date, the Lead Founder under the direction and with the support of the leadership team at Building Excellent Schools has led the Board in multiple development opportunities outlined below:

Figure 2.1(c): Board Development to Date

Date	Subject Matter	Content Delivered
1/3/2019	Our School and Our Community	Lead Founder Joseph Bolduc led the Founding Team in an overview of Beacon College Prep's mission and vision and how it relates to the need of the proposed community. Specific areas of community need were discussed, such as present levels of achievement, number of charter school options, and percent of residents and children in poverty.
2/6/2019	Co-Observation of Freedom Prep	Lead Founder and Board members Aubrey Nelson and Bailey Cato co-observed Freedom Prep Elementary, norming on Beacon College Prep's vision and design elements such as use of technology in the classroom, small group literacy instruction, and the two teacher model in K-2.
3/3/2019	Governance vs. Management	During the Founding Board Retreat, the Board was presented training and resources provided by Building Excellent Schools on Board Governance versus Management. Descriptions of Board responsibilities, impacts of a high functioning Board on a school's success, and Board accountability tools (such as academic and financial dashboards) were presented and discussed.
3/3/2019	Vision and Core Beliefs	The Founding Board studied aspects of the charter application and school design as related to core beliefs and vision for the school. Topics included (1) Academic Design and Plan, (2) School Culture, (3) Family Engagement and Community Development, and (4) Staff Hiring/Development/Retention Plans.
2/14/2019 - Present	Weekly Board Trainings through Individual Calls	Lead Founder and individual Board members conducted 1-hour weekly call to discuss charter application sections, action plan ongoing community outreach (community events, organizational support), and discuss governance tools.

We understand that every Board member, although high capacity and experts in their field, will not be experts in all things pertaining to charter schools. Therefore, ongoing Board development will take place during monthly meetings. Pursuant to Tenn. Code Ann. § 49-13-111 (o) at least one of these trainings will be a training course certified through the Tennessee Charter School Center. Board education topics will be held as a recurring event each month and will focus on developing Board member capacity and understanding. Topics may include trainings about compliance such as adherence to county reporting and the Open Meeting Act, a finance presentation from our Financial Back-Office Provider about charter school funding sources, or a session about the validity and use of NWEA MAP led by a member of the Academic Committee, and oversight of its results as presented on our Academic Dashboard. In addition to monthly development, the Board will participate in an annual Board Retreat, providing an opportunity to build board comradery, set and evaluate the boards goals and success, and continue to engage in meaningful learning opportunities. It will be the role of the Governance Committee under the leadership of the Board Chair to plan and implement Board education sessions on a monthly basis.

(g) Complaints

Concerns raised by parents/guardians, employees, individuals, or organizations should be resolved as quickly and directly as possible. We encourage all members of the school community to address any concern with the individual it involves and to address those concerns efficiently. When concerns cannot be addressed satisfactorily with the individual involved, we will also provide a more formal process as needed, and all parties will be able to fill out a complaint form and discuss their concerns directly with the school's leadership team when concerns surface. Complaint Forms will be available at the school's main office and completed forms will be shared directly with the Head of School. In order to adequately and appropriately investigate the complaint, the Head of School may seek the assistance of other managers, staff, and/or student(s) in identifying specific details. To ensure timely investigation, monitoring, and logging of complaints, Beacon College Prep will distribute the Complaint Policy and Complaint Form to staff via the Staff Handbook, to parents/guardians via the Scholar and Family Handbook, and/or to the school community as necessary. The Head of School shall provide a copy of the Complaint Form as well as any findings to the Board of Directors if/when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated. In the case that a complaint identifies problems beyond the authority of the Head of School, that complaint shall be forwarded to the Board of Directors in a timely manner not exceeding 10 days from the initial filing of the complaint. All complaints will be recorded and kept in the school's complaint log.

Procedures: Complainants or scholar(s) of complainants shall never be subject to retaliation as a result of the filing of a complaint. All complaints will be processed in accordance with the procedure outlined below. **Step 1 - Filing the Complaint:** All complaints are to be recorded on the complaint form by Complainant. Complaints verbally communicated with the Head of School and/or appropriate members of the leadership team must be recorded in written form as well. Complaint forms will be available in the main office. Complaints should include the date of the form completion, date of incident, a detailed statements of the events surrounding the matter, and a desired outcome or remedy to the situation. Upon form completion, one copy will be provided to the complainant, one copy will be sent to the Head of School, and one copy will be filed in the school's complaint log. If the complaint is about the Head of School, the complaint will be filed directly with the Board of Directors. **Step 2 - Investigation of the Complaint:** The Head of School and/or appropriate member(s) of the leadership team will make all reasonable efforts to investigate a complaint. Investigation may include, interviews with the complainant, potential witnesses, or any persons reasonably believed to have knowledge of the situation. In the event the complaint be about the Head of School, these steps will be conducted by the Board. **Step 3 - Response and Final Decision:** The Head of School and/or appropriate member(s) of the leadership team shall respond/find a solution to a valid complaint within 15 days of complaint filing. This response/solution will include a complete written report with any applicable investigatory findings. A copy of the report and response will be placed in the complaint file with the original complaint form. All reported decisions will be written in English and in the language of the complainant.

Appeal Process: Any complaint not adequately resolved by management may be brought to the Board of Directors during a regularly scheduled Board Meeting. In this case, the complainant(s) has the right to file a written appeal to the Board of Directors within fifteen (15) days of receiving the decision that had been rendered by Beacon College Prep management. Complaints should be filed, in writing, with the Board at least 5 days prior to a Board meeting in order to be addressed at that meeting. Any complaints not received within that time period will be addressed at the next meeting. All matters will be addressed in a respectful and timely manner, with all attempts made to resolve the situation to the satisfaction of the complainant. The Board of Directors, as necessary, will direct the Head of School and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in

writing, as necessary. If the complainant determines the Board has not adequately addressed the complaint, the complainant may present the complaint to the Shelby County School Board. At that time, the School Board will investigate and respond, if deemed necessary by them. If the complainant, after presentation of complaint to the individual or group det SCS Board, determines that the SCS Board has not adequately addressed the complaint, the complainant may present the case to the Tennessee State Board of Education, which shall investigate and respond, if deemed necessary by them.

(h) Board Member Attrition

As stated in our Bylaws in **Attachment F3**, Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in the Bylaws. No Director shall serve more than three (3) consecutive terms. Please see all current and identified members of the Governing Board below.

Figure 2.1(d): Current Beacon College Prep Board Members

Full name	Current job and employer	Area of focus/expertise
Joseph Bolduc	Fellow, Building Excellent Schools	Proposed Head of School
Bailey Cato	Partner, The New Teacher Project	Education Personnel/Human Capital
Aubrey Nelson	Dean, Relay Graduate School of Education	Education Personnel/Human Capital Education Training
Chandra Madison	Attorney, Boyle Brasher	Legal Expertise
Christopher Owens	Market Director – Southern Region, St. Jude Research Hospital - ALSAC	Fundraising/Grant Writing Finance Community Service/Outreach
Christopher Peck	Retired, Most Recent: CEO, ACE Awareness Foundation	Management/Organizational Experience Finance Strategic Planning
Patrice Pritchett	Clinical Staff Pharmacist, Baptist Memorial Hospital Memphis	Community Service/Outreach
Jennifer Rich	Manager – HR Quality, FedEx Freight	Personnel/Human Capital
Kirbi Tucker	Coordinator for Graduate Recruitment, University of Memphis School of Education	Education Community Service/Outreach

Please see all governance documents as **Attachment F: F1**. Articles of Incorporation; **F2**. Proof of non-profit and tax exempt status; **F3**. By-laws; **F4**. Code of Ethics; **F5**. Conflict of Interest Policy; **F6**. Board member resumes (including references); and **F7**. Board policies (including frequency of meetings, and policies on open meetings and open records).

2.2 Start-Up Plan

(a) Start-Up Plan

If awarded a charter, the first order of business will be for our Founding Board of Directors to approve our Bylaws, establish officers and committee structures, approve of the Head of School job description and compensation, and hire Joseph Bolduc as the Head of School. With the Governing Board and Head of School in place, the Beacon College Prep team will implement a detailed start-up plan to prepare the school for welcoming scholars and families in the summer of 2020. The plan in **Figure 2.2(a)** includes the Head of School ("HOS"), Board of Directors ("Board"), Building Excellent Schools ("BES"), a Back-Office Provider ("BOP"), and the Dean of Operations ("DOO"). It also includes who owns the task ("O"), advises ("A"), and provides support ("S") on the task. The annual salaries for each party who will receive compensation are as follows: Head of School, \$95,000; Back Office Provider, \$20,000; Dean of Operations, \$60,000.

Figure 2.2(a): Start Up Plan

Task & Notes	HOS	Board	BES	BOP	DOO	Jun 19	Jul 19	Aug 19	Sep 19	Oct 19	Nov 19	Dec 19	Jan 20	Feb 20	Mar 19	Apr 19	May 19	Jun 19	Jul 20	Aug 20	
Student Recruitment & Enrollment																					
Draft recruitment plan & targets	O	A	A																		
Promotional Packet																					
Design informational flyer/packet	O	A	A																		
Post flyers and leaflets in communities	O	S																			
Post flyer on website	O	S																			
Deepen relationships with community organizations to deepen awareness	O	S																			
Work with community organizations to generate awareness & interest	O	S																			
Launch recruiting and marketing campaign, including flyer distribution and Advertising	O	A																			
Enrollment Form																					
Design enrollment form	O	A	A																		
Make Enrollment form available	O	S																			
Make enrollment portal available on website	O																				
Information Sessions, Tabling, and Canvassing																					

Facility															
Tour at least 5 facilities in target community	O														
Form Facility Committee of Board	O	A													
Select top 2 facilities	O	A													
Letters of Intent from top 2 facilities	O	A													
General Contractor RFP and selection	O	S													
Negotiate lease	O	S													
Lease review by legal counsel	O	S													
Lease review by full board	S	O													
Lease signed	O														
Arrange for and carry out any necessary renovations	O	S			S										
Arrange purchase of furniture for classrooms, offices	O	S			S										
Inspection & certificate of occupancy	O	S			S										
Obtain Property Insurance	O	A			S										
Governance by Board of Trustees															
Transition to Governing Board															
Approve by-laws, code of ethics & conflict of interest policy	S	O													
Define governing board member role & relationship between board members and Head of School	O	A													
Define communication protocols between Board and Head of School	O	A													
Draft board policies & financial handbook	S	O													
Purchase D&O insurance for board	O	A													
Receive tax exemption	O	A													

Review and set compensation for the Head of School	S	O	A											
Hire Head of School		O												
Development & Grants Plan														
Create a fundraising plan for the fiscal year with initiatives, owners, and targets	S	O												
Write Federal PCSP Grant	O	S												
Apply for additional start-up grants	O	S												
Curriculum and Instruction														
Curriculum Development														
Finalize framework for curriculum review and lens audit	O													
School studies and site visits of "best practice" charter schools	O		A											
Attend educational conferences or applicable professional development events	O	A												
Create and finalize benchmarks for Y1	O													
Develop EOY assessments for all subjects using standards and released assessments	O		A											
Develop scope and sequence for all courses, and Unit 1s as necessary	O		A											
Order textbooks, workbooks, blended learning, etc.	O				S									
Assessment Development														
Review assessment plan from charter and make any changes necessary based on school study or residency experience	O		A											
Reach out to assessment vendors for contract (as necessary)	O													

Develop family event and conference schedule and plan	A S			O															
Financial Management																			
Codify the fiscal controls and financial policies the school will employ for tracking of daily operational finances	O	S		A															
Identify check signers	S	O																	
Identify check writers	S	O																	
Define signature, approval, filing policies for POs, checks, receipts	S	O																	
Develop financial reporting templates (budget vs. actual) and policy	O	S		A															
Design all processing forms (POs, expenses)	O	S		A															
Develop segregation of funds policy (public/private)	O	S		A															
Establish payroll provider and process	O	S		A															
Develop board financial reporting schedule	O	S		A															
Approve fiscal policy manual		O																	
Develop chart of accounts for tracking of income, expenses, assets, liabilities, cash flows	S	S		O	S														
Set up bank accounts	O	S		A															
Define investment/savings strategy	S	O		A															
Finalize cash flow plan and adjust if necessary	S	O		A															
Personnel																			
Approve organizational chart and job descriptions	S	O	A																
Develop staff handbook	O	S	A																
Approve staff handbook		O																	

Contract with Transportation Company	S	O					
Develop transportation routes, schedules, procedures for safe and efficient transport	S	O					
Communicate safety info and emergency contacts with transport provider, if applicable	S	O					
Food Service							
Reach out to vendors and School Food for information and quotes; issue RFP	S	O					
Define requirement, incl. if specific needs of scholars	S	O					
ID FRL scholars	S	O					
Select vendor and draft contract	S	O					
Approve and sign contract	S	O					
Develop plans and policies for food service, including delivery, menu, time, logistics, disposal, etc.	S	O					
Complete FRL forms and develop process for FRL reporting	S	O					
Purchase POS system for lunch #s & documentation	S	O					
Health and Safety							
Complete all state reporting requirements	S	O					
Identify nurse and first aid resources	S	O					
Develop student health record keeping process and forms, ensuring HIPA compliance	S	O					
Collect medical forms from families	S	O					
Plan staff first aid training	S	O					
Deliver staff first aid training	S	O					

(office mgr -> ... for which types of contacts, etc)														
Define visitor procedure including tracking	O													
Uniforms														
Contract student uniform services	O	A												
Contract student PE uniforms	O													
Create uniform 1-pagers and order instructions for distribution to families	O		S											
Operations														
Technology														
Consider and select tech vendors	O		S											
Consider and select Internet providers	O		S											
Consider and select phone providers	O		S											
Set up phone systems and answering systems	O		S											
Set up internet	O		S											
Scope and purchase staff technology	O		S											
Scope and purchase classroom technology	O		S											
Purchase postage meter	O		S											
Lease copier	O		S											
Information Management														
Create a filing system (paper and digital) for all school-related information	O													
Consider and choose a Student Information System for warehousing of student data and production of weekly reports	O													
Develop student attendance reporting system	O		S											

(b) Challenges of Start-Up

Student Enrollment: The most common reason that charter schools close is due to a lack of financial viability.² As BEP funding will constitute the majority of our annual budget, we will remain focused on ensuring we are 100% enrolled throughout the school year. To ensure our success towards this goal we have developed a comprehensive recruitment plan that utilizes our knowledge of and support from the community. We are grateful for our relationships with the Raleigh Library, the Raleigh Community Center, faith organizations such as the Community Church or Christ, and various head starts and pre-k programs in order to engage the community and recruit Beacon College Prep scholars. We will continue to build and foster these relationships. Additionally, we have allocated \$100 per scholar for recruitment as well as \$5,000 for marketing materials, and \$2,400 for anticipated postal charges.

Facilities: Our planning year offers us limited capital and a tight timeline. We have identified and will continue to identify potential space within our proposed territory. We will begin our search for a commercial real estate company in the coming months. Additionally, our Founding Board has organized a facility task-force committee that includes Aubrey Nelson, who has experience in founding the Freedom Prep Westwood campus and their facilities challenges, Christopher Peck who has participated in facilities searches for his nonprofit organization, and Chandra Madison who will provide a legal lens to our search. The purpose of this committee is to continue the work of securing a suitable school site for our proposed opening and for facility needs over time. This group, as needed, will work with real estate brokers, developers, project managers, and other contractors to ensure that we fulfill all building requirements and receive all of the necessary permits prior to opening and upon any facility expansion projects.

Talent Recruitment: Although we believe our neighborhood is lacking school choice for families, we understand that there are a number of schools in our city for teachers. Teacher talent challenges will be mitigated by securing a successful relationship with local colleges and universities, Teach901, Teach For America, Memphis Teacher Residency, and through robust and social media and online hiring campaigns. We will participate in recruitment events hosted by organizations such as Teach 901, University of Memphis and the TN Charter School Center.

² Carpenter, Brian L. *Charter School Board University*. Mt. Pleasant, MI: National Charter Schools Institute, 2007. Print.

2.3 Facilities

(a) Facility needs based on the educational program and projected enrollment

Beacon College Prep is committed to finding and leasing a facility that can safely and adequately meet the academic needs of all of our scholars. Learning spaces will be the priority in our search, while areas such as gymnasiums and auditoriums will not be a priority. We have determined that non-traditional, ADA compliant school facilities such as churches, modular units, and renovated business buildings pose no negative effect on the learning environment. Evidence of this is seen in our own city, with Memphis Rise and Freedom Prep Academy Millbrook Campus housed in modular units and a renovated church, respectively. Our search will take into consideration our mission while remaining fiscally responsible.

Figure 2.3(a): Facilities Needs by Year

	2020 – 2021	2021 - 2022	2021 - 2022	2022 - 2023	2023 - 2024
Grades Served	K, 1	K, 1, 2	K, 1, 2, 3	K, 1, 2, 3, 4	K, 1, 2, 3, 4, 5
Total Enrollment	120	180	240	300	360
General Education					
Number of Classrooms	4	6	8	10	12
Sq. ft. per classroom	850	850	850	850	850
Total Classroom Space	3,400	5,100	6,800	8,500	10,200
Special Education Services					
Number of Rooms	1	2	2	3	3
Sq. ft. per classroom	200	200	200	200	200
Total classroom space	200	400	400	600	600
Common Spaces					
Number needed	1	1	1	1	1
Sq. ft. needed per room	2,000	2,000	2,000	2,000	2,000
Total space needed	2,000	2,000	2,000	2,000	2,000
Administrative Space					
Number needed	2	2	3	4	5
Sq. ft. needed per room	200	200	200	200	200
Total space needed	400	400	600	800	1000
MINIMUM SQ. FT. REQ.	6,000	7,900	9,800	11,900	13,800

With collaboration with the Raleigh CDC, Beacon College Prep has identified a potential facility that would meet our facility needs. Located in the heart of the Raleigh neighborhood on 3034 Old Austin Peay Highway, Memphis, TN 38128, The Dwelling Place Christian Church has an unoccupied school on location. This school was previously occupied by a charter school, and includes 10 full sized classrooms, 1 cafeteria, 1 gymnasium, in addition to 10 rooms that could be used for offices or pull-out spaces.³

Beacon College Prep has also identified a suitable potential facility at 5130 Raleigh Lagrange Rd., Memphis, TN 38134. Currently occupied by Memphis Rise Academy's lower grades, the space will become available at the end of the 2019-2020 school year as Memphis Rise consolidates into its adjacent facility at 5221 Raleigh Lagrange Rd. The roughly 10,900 square foot building includes 9 classrooms, one multipurpose room, an administrative office and reception area, as well as three offices that could serve as pull-out spaces. In addition, the school would have access to a gymnasium in the neighboring Agape Baptist Church.⁴

Our budget currently allocates \$8,500 per month in rent beginning in April 2020. Additionally, we have allocated \$1,600 per month for utilities, \$500 per month for custodial services, and \$200 per month for waste. We have budgeted conservatively by including \$48,000 for building renovations in Year 1, increasing the cost by 3% each year after, plus an additional \$5,000 in building decor in Year 1 and \$2,000 each subsequent year. Budget details for facilities were formed in collaboration with EdTec⁵, which has years of experience consulting charter schools in budgeting and finance and using historical averages to conservatively and realistically project appropriate costs. We are confident that the total allocation of \$215,302⁶ will provide adequate funds for facilities during start-up.

(b) Describe School Facility Needs

Figure 2.3(a) describes minimum requirements needed for Beacon College Prep to carry out its mission. However, a current facilities option offers ample space with 1 gymnasium, 1 cafeteria, 1 kitchen, and 10 spaces ready for offices, pull-out services, and work/copy rooms.

(c) Capacity in Facilities

The goal of the founding team is to identify the most programmatically optimal and fiscally responsible facility to begin operations in our founding years. Our Facilities Task Force includes proposed Head of School Joseph Bolduc along with Board Members Chandra Madison, Chris Peck, and Aubrey Nelson. Ms. Madison has legal experience in education and will provide support with leasing details. Mr. Peck has experience in non-profit start-up and facilities acquisition during start-up. Mr. Nelson brings experience in school start-up with her experience as a founding member of the Freedom Prep Millbrook campus. Chris Peck has participated in a facilities searches in his time founding a nonprofit organization. We are considering using Self + Tucker to guide our facility search as their extensive experience in project planning, architectural design, and project management makes them an ideal candidate for Beacon College Prep. Additionally, they have a track record of quality educational experience, working with such schools as Memphis Business Academy, Douglas Head Start, STAX Academy, Collierville Elementary, and Bolton High School. Our proposed Head of School has begun conversations with the Firm Principal Jimmie Tucker to express our initial interest in advisement on facility selection and procurement.

(d) Identifying and Securing a Facility

³ Letter of Support from Pastor Leon Jones, Jr. can be found in [Attachment E](#).

⁴ Letter of Support from Jack Vuylsteke can be found in [Attachment E](#).

⁵ Letter of support from EdTec can be found in [Attachment E](#).

⁶ This total includes budgeted monies for Rent, Utilities, Waste, Custodial, Building Decorum, and Tenant Improvements.

Figure 2.3(b): Timeline For Facility Identification and Requisition

Step	Goal/Task		Timeline
Identify Options	Survey target neighborhood	Work with local partners and identify possible contractors	Summer-Fall 2019
	Create a list of possible facility options	Based on programmatic needs and within fiscal constraints, identify at least 3 facility options	August 2019
Narrowing Property Options/Assessing Need	Conduct formal assessment of potential properties	Engage architect to provide code, safety, and accessibility feedback for each property	September 2019
Plan Space & Refine Selections	Send RFPs and lease proposals to property owners	Property owners submit RFP	September 2019
	Review RFP	Compare actual cost and mission alignment; consideration of impact on overall budget	September - October 2019
	Create and illustrate floor plans for each potential location	Estimate construction and/or renovation costs based on architect input	September 2019
	Respond to RFP and review counter proposals	Finance Committee and Facilities Task Force responds to RFPs and reviews counter proposals from property owners	September - October 2019
Planning and Execution of Negotiation	Select most appealing option from RFP and discuss negotiation strategy	With architect/contractor, Finance Committee and Facilities Task Force determine negotiation approach/strategy to finalize building	October 2019
	Complete Letter of Intent	Draft and send Letter of Intent to first choice	October - November 2019
	Determine any additional facility needs or incentives	With property owner, identify final facility needs or benefits to rental	October - November 2019
Lease Finalization	Establish final terms and conditions and negotiate lease agreement	Review lease agreement and outline responsibilities and negotiation terms of lease	November - December 2019
	Complete lease agreement	Sign and complete lease agreement by Dec 31	December 2019

	Negotiate Contracted services letter	Finalize contracted services for remodeling/renovation	December 2019
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(e) ADA, Health and Safety Requirements

As we assess our options, we will ensure compliance with all laws associated with managing a school facility. Our Board and any outside architectural assistance will perform initial assessments on the existing sites to provide information to the Board about the existing structure and any improvements that must be made for ADA compliance. We will consult with a professional code assessor to assist in all required due diligence. After reviewing the code assessment, the Facilities Task Force will ensure compliance with all Americans with Disabilities Act (ADA) requirements, City of Memphis planning review requirements, and safety requirements per T.C.A. § 49-13-107.

(f) Occupation Timeline

Figure 2.3(b) presents our timeline for facilities selection, acquisition, and initial timelines for contractor work. We understand that renovations and remodeling are likely necessary before school opening. **Figure 2.3(c)** below outlines the timeline for renovations, inspections, and occupation.

Figure 2.3(c): Occupation Timeline

Stage	Task/Goals		Timeline
Design	Development of construction documents	Consult with construction companies, architects, and engineers on development of construction documents	January 2019
	Security and technology Infrastructure	Implement and secure security plans and IT software/hardware necessary for Y1	January 2019
	Review budget to ensure alignment to construction	Project management review of facilities timeline and budget	January 2019
	Secure and monitor construction documents	Finance/Facilities Committee monitors progress/paperwork for construction	January 2019
	Review of project	Head of School, Finance and Facilities Committee review project documentation	January 2019
	Physical preparation of building and outfitting of facilities	Ordering, coordinating, and RFPs for furniture, cable, and classroom equipment for Year 1	January–March 2019
Construction	Bidding and commencement of construction documents	RFP needs sent, selection of general contractor and beginning of construction	March – May 2019
	Talk with various vendors for cable and furniture	Response to proposals from RFP and secure contracts for accepted vendors	March – May 2019

Close Out/ Completion	Final stage punch list	Secure safety, regulatory sign off building in adherence to all codes and laws by architect; Fire Marshall Inspection	May 2019
	Maintenance agreements Documentation	Meet with property owner to finalize maintenance agreement and outline responsibilities	May 2019
	Review of budgetary plans	Review budget and plans	May 2019
	Lien waivers	Document from contractors to demonstrate receipt of payment and waive rights to building	May 2019
	Develop lease abstract	Prepare summary of key financial, business and legal information that exists between owner and school	May 2019
Inspection	Contact authorizer with facility documentation	Board Chair communicates /authorizer appropriate documentation to schedule w/SCS charter school office for walkthrough	May-June 2019

(g) Contingency Plan

We will maintain contingency properties by exploring additional options throughout our Facilities Identification and Acquisition Process. Should our facilities plans fall through, our first response will be to lean upon our community relationships with churches and other community organizations to determine where we could most quickly find space to utilize for the initial months of opening or possibly all of Year one if necessary. Should we need monetary, we will engage our partners and local foundations to raise the necessary support to ensure our scholars and teachers have the necessary space for our program.

(h) Identified Facilities

As described in **Section 2.3(a)**, community partnerships have led us to one potential facility located at 3034 Old Austin Peay Highway, Memphis, TN 38128. The owner of this property, Pastor Leon Jones, Jr., currently operates The Dwelling Place Christian Church which houses a school building on its premises. Although currently uninhabited, the facility has been used by another Raleigh charter school in the recent past. A letter of commitment from Pastor Jones can be found in **Attachment E**.

Through our relationship with Memphis Rise Academy, we have identified another potential facility located at 5130 Raleigh Lagrange Rd, Memphis, TN 38134. Currently occupied by Memphis Rise Academy's middle grades, the modular space would become available for lease in advance of the 2020-2021 school year. A letter of support from Jack Vuylsteke, Executive Director of Memphis Rise Academy, can be found in **Attachment E**.

2.4 Personnel/Human Capital

(a) Proposed Leadership Structure

Beacon College Prep's Year 1 and Full Capacity organizational chart can be found in **Attachment G**. The Board of Directors is responsible for oversight to ensure we accomplish our mission and reach our goals. The Head of School will report to the Board in all years and follow all policies set by the Board. The Board

will be responsible for hiring and evaluating the Head of School as well as the back office provider in all years. The Head of School will execute all tasks necessary in the management of the school, including hiring and supervision of all teachers, leaders, and other staff members. **Year 1:** The leadership team will consist of the Head of School, Dean of Operations, and Scholar Supports Coordinator. In the first two years, the Coordinator will also serve as special education and ELL teacher. **Full Capacity:** The leadership team will grow each year to meet scholars' needs and to successfully reach our mission. At full capacity, our leadership team will consist of the Head of School, Dean of Operations, Scholar Supports Coordinator, Lower Academy Dean of Curriculum, Upper Academy Dean of Curriculum, and Dean of Culture.

(b) Leadership Capacity and Support

Proposed Head of School Joseph Bolduc is a Building Excellent Schools ("BES") Fellow with several years of experience in school leadership in early stage founding and school turnaround. Beginning his career leading second grade and developing a student mentoring and community service program in partnership with Princeton University, Mr. Bolduc brings a strong instructional lens from his professional work and has further garnered best practices through formal observations of 25+ high performing charter schools, developed expertise in school leadership, finance, design, and management through 600+ hours of BES training, and further developed his leadership skills through ongoing work with BES, a successful charter incubator and support nonprofit organization. Mr. Bolduc has completed leadership residency at high-achieving Nashville Classical Charter School⁷ that continues to outpace results in Nashville, Davidson County, and Tennessee in ELA and Math. Mr. Bolduc is joined by a high-capacity team with the professional skill sets and personal commitment to our city and the Raleigh community to successfully oversee the launch, growth, and success of Beacon College Prep. Mr. Bolduc's resume can be found in **Attachment H**.

We commit to supporting and developing all leadership positions in all years of operation. For our Head of School, this development will come in part through BES Follow On support, which includes multiple site visits per year, in addition to comprehensive executive coaching from a seasoned public school leader. Support and development for other leadership positions will come from weekly check-ins with the Head of School, weekly co-observations of staff, and any necessary outside development from organizations. Example of outside support being coaching through the BES's LENS training program, or by way of participation in curricular PDs like that of Eurkea, Core Knowledge, or the Teach Like a Champion team.

(c) Hiring and Evaluating the Head of School

We intend that Lead Founder Joseph Bolduc will serve as the Head of School for Beacon College Prep. Mr. Bolduc embodies the mission of Beacon College Prep in his actions and decisions and possesses the qualifications for the Head of School position. Those qualifications include: belief that all scholars can and will learn at high levels; commitment to uphold and execute upon the mission of Beacon College Prep; enthusiasm for work and ability to motivate and unite others in the work; experience and proven effectiveness within urban school settings; experience in educational leadership and school management with teachers and students; willingness to accept feedback and commitment to continued professional growth; strong written and oral communication skills; solutions-focused leadership style; commitment to results-driven approach, with strong ability to analyze data and use it to inform decision making; ability to plan and enact budgeting practices to meet the goals in the school's accountability plan; ability to sustain the overall health of the organization; strong personal and professional integrity; demonstrated ability to persevere in the face of challenges; minimum Bachelor's degree required in related field

It is the opinion of the Beacon College Prep Founding Team that Mr. Bolduc embodies these qualifications as described in **Section 2.4(b)**. If authorized, the Board of Directors will move to officially hire the Head of

⁷ Letter of Support from Nashville Classical can be found in **Attachment E**.

School during the official organizing meeting. The Board will be responsible for formally evaluating the performance of the Head of School each year. In accordance with TN State Board of Education Policy 5.201, the evaluation of the Head of School will be comprised of the following: 50% student achievement data, including 35% based on student growth data and 15% based on other measures of student achievement. The remaining 50% of the evaluation criteria will be based on a rating using qualitative measures such as: (1) School climate and/or teaching and learning conditions surveys; (2) Review of quality implementation of teachers' evaluations; and (3) Two on-site observations conducted by certified evaluators determined by the department of education. The responsibilities for the Head of School role are outlined here: manages Board relationships and all communications with the Board; leads and manages Leadership Team; makes all final decisions per hiring and termination of staff; develops evaluations in alignment with TEM rubric⁸ to evaluate all staff members; creates and fosters a school culture that is inclusive and equitable for all staff, families, and students; establishes annual and long-term strategy and goals for the school with Board approval; develops educational program, including curricular, assessment, and enrichment programming; trains or coordinates training of all staff members, including teachers, leaders, and operations staff; selects and trains staff on assessment tools used by the school in addition to state tests; creates and maintains marketing and fundraising plans for school; works with the Finance committee and EdTec to create the annual budget for the school; coordinates and manages Dean of Operations to conduct enrollment lottery and waitlist as regulated in the T.C.A. 49-13-113; oversees and implements student discipline policy, behavior expectations, and Code of Conduct; reviews all student RTI² data, report card data, IEPs, Section 504 plans, student support plans, student safety plans, and any plans related to monitoring the progress of all students' academic growth; at full scale, responsible for the delegation of duties of school to ensure the continuation of monitoring student progress; communicates all reports and data to the Board of Directors as outlined in the By-laws of Beacon College Prep about financial, regulatory, and academic accountability of the school; works with back office provider, Dean of Operations, and other leadership team members to prepare, review, analyze, and submit required reports, evaluations, and documentation to the authorizer and/or external funders; Provides supervision over daily management of accounting, cash receipts, disbursements, payroll benefits, IRS documentation, and staff.

(d) Timeline and Strategy for Recruiting and Hiring Staff

The Head of School will be responsible for the hiring process of all administrators, teachers, and other staff members. **Figure 2.4(a)** outlines the hiring timeline from Year 1 to Full Capacity.

Figure 2.4(a): Hiring Timeline

Position	Begin Search	Target Search Completion
Head of School	N/A	Immediately upon authorization
Dean of Operations	September 2019	January 2020
Office Manager	January 2019	May 2020
Scholar Supports Coordinator (Founding SPED & ELL teacher)	November 2019	May 2020

⁸ The Teacher Effectiveness Measure (TEM) is the teacher evaluation system implemented in Shelby County Schools (SCS) system. The purpose of the TEM evaluation system is to ensure that all educators receive honest feedback about their practice to enable continuous improvement in their practice and ultimately high-quality instruction for our students. <http://www.scsk12.org/tem/>.

Founding Teachers*	November 2019	May 2020
Dean of Curriculum (hired for Y2)	November 2020	May 2021
Dean of Culture (hired for Y3)	November 2021	May 2022
Dean of Curriculum (Hired for Y4)	November 2022	May 2023

*In all subsequent years, teaching positions will be posted by November, with hiring completed by May.

Beacon College Prep seeks to hire a diverse staff and will utilize diverse sources in order to recruit teachers and market open positions. We will post our open positions and staff recruitment events on our website, LinkedIn, Facebook, and Instagram as well as utilize talent pipelines and sources such as Teach 901 and University of Memphis hiring fairs, Teach for America, and Memphis Teacher Residency as necessary.

Once potential candidates are identified, a thorough hiring process will be utilized. Based upon hiring models from successful schools such as Nashville Classical⁹, the hiring process will include the following four steps: (1) Resume and Essay Questions, (2) Phone Interview with member of school leadership team, (3) Mock Lesson or teaching sample conducted in front of or reviewed by school leadership team, and (4) Final Interview including parent or staff role play scenarios and outstanding questions.

(e) Developing, Evaluating, and Celebrating Staff

Our school design including significant focus on the development of teachers within a comprehensive professional development approach. Detailed explanation of our professional development strategies can be found in **Section 2.5**. They include 17 days of summer development, weekly observations and coaching conversations, 2.5 hours of weekly professional development with an abbreviated Wednesday scholar schedule, and 10 full day professional development sessions throughout the year, including data days.

The Head of School in all years, Dean of Curriculum beginning in Year 2, and Deans of Lower and Upper Academies in Y5 will be responsible in the development and evaluation of teachers. Each teacher will receive at least one full class observation per week. After each observation, teachers will complete a self-assessment of the observed lesson during a 1 on 1 coaching conversation. The purpose is to debrief observation and receive coaching from the Head of School or Dean of Curriculum (beginning Y2), and from Head of School, Dean of Lower Academy (Y5), Dean of Upper Academy (Y5), or Scholar Supports Coordinator (Y2). Leadership team members for remainder of this section will be referred to as “coach.”

In alignment with TN State Board of Education Teacher and Administrator Evaluation policy 5.201, teachers will have formal observations in addition to weekly coaching conversations and informal evaluations. Formal evaluations will be conducted each quarter and include coach-collected observation/feedback notes, scholar performance data, classroom management and culture data, and a self-assessment completed by the teacher. The goal of the Beacon College Prep evaluation system is to quantifiably convey a teacher’s strengths and growth areas for the categories of instruction, planning, and classroom environment. Information gathered will inform coaching next steps and identify whole school trends for professional development. Each quarter, the coach and teacher will meet to debrief evaluation results, set goals for the upcoming quarter, and identify a plan to reach those goals. The formal evaluations will be a factor in determining a renewal contract for the following year. End-of-year evaluations and debriefs will occur during the last month of school and before the end of staff closeout.

⁹ During a one month residency, proposed HOS Joseph Bolduc, had the opportunity to participate in the interviews of multiple potential staff members, and informs the steps in the process outlined above. Additionally, Nashville Classical shared with him hiring documents such as rubrics and questions asked for each stage of the process, candidate facing materials, and hiring committee scoring sheets.

As we expect our teachers and staff to create a culture of celebration and achievement in scholars, Beacon College Prep leadership will cultivate the same culture with staff. The Head of School will give shout-outs to staff in the weekly newsletter and award a Teacher of the Week for exemplifying the **BRIGHT** values of Bravery, Respect, Initiative, Grit, Honesty, and Teamwork. Staff will have an opportunity to shout each other out during one Staff Morning Huddle each week. The Head of School will celebrate achievement and hard work by establishing competitions between classroom or grade level teams. For example, the co-teaching pair that completes the most home visits by a certain date may earn lunch coverage from the Head of School for a week and the grade level team that has the highest on-time attendance the month leading up to statewide testing will receive a pizza party with their scholars.

(f) Teacher Evaluation Model

Pursuant to State Board Policy 5.201, Beacon College Prep will employ the Teacher Effectiveness Model (TEM) to observe and evaluate instructors.

(g) Unsatisfactory Performance

In the case of unsatisfactory performance for a staff member, Beacon College Prep will use an improvement plan to ensure fairness and transparency. All improvement plans will have clearly defined goals and benchmarks, including scheduled check-ins and assessment of progress towards goals. Frequent observations, ample feedback, and increased coaching presence will give any staff member at risk of termination ample opportunities to improve. The Head of School will oversee improvement plans for school-based staff. As vacancies arise, the Head of School will lead the selection process and Dean of Operations will coordinate the hiring process in alignment with policies adopted by the Board of Directors.

The Board holds the Head of School responsible for making progress towards the school's goals. The Board will evaluate the Head of School annually on academic performance measured by our goals and benchmarks, scholar enrollment and attendance, disciplinary issues, parent engagement, fiscal responsibility, and timely and regular reporting to the Board. The Head of School can be immediately dismissed for unethical or illegal behavior, gross misconduct, mishandling of school funds, or gross underperformance of responsibilities. **Figure 2.4(b)** describes the actions the school will take in the event of an emergency leadership transition.

Figure 2.4(b): Leadership Transition Plan

Step	Description
Communication	The Board Chair will become the first point of contact, notifying all Board members of the transition, and leading discussion about next steps. The Chair will send subsequent communication containing circumstances and recommend plan of action to Board for approval and to school staff for information. Once the Board has approved plan of action, the Chair will send message to organization's key stakeholders (authorizer, funders, parents, and Building Excellent Schools) detailing the plan. The Board will ensure ongoing access to key stakeholder contact lists and critical passwords, such as those for social media accounts.
Interim Management	In case of an emergency transition, the Board will designate the Dean of Curriculum (Y2) as acting Head of School. The active Head of School will have limited executive power. S/he will be appointed by the Board to provide leadership during the planning and/or implementation phases of the executive search.
Fiscal Oversight	To enable business to continue in the case of an emergency Head of School transition, the Board will ensure that the Chair and Treasurer are signatories on the school's checking accounts. For ease of access, the Board will ensure the ability to make transactions electronically on all accounts. The Board will also ensure ongoing access to current contact

	details for all financial advisors, accountants and back-office providers, and key funders. Finally, the Board will ensure that a schedule of key activities and deadlines, such as the IRS Form 990 is current and accessible.
Leadership Search	The Board will immediately convene an ad hoc committee comprised of the Chair and two other Board members. This committee will be led by the Chair.

(h) Hiring and Dismissing Staff

After the recruitment, application, and interview process, we will extend an offer of employment to qualified and successful applicants. The hiring process will not be concluded until the following steps are completed: (1) verification of minimum TN teacher qualifications; (2) signing of Offer Letter; (3) completion of all Payroll and Tax Forms, such as direct deposit form, Form I-9, Form W-4, TCRS Form Certified; (4) completion of any necessary Personnel Forms; (5) submission of all certification documents and fill out forms as applicable; registration for PRAXIS tests as needed, and enrollment in additional coursework as needed; and (6) completion of a criminal background check and fingerprinting.

All staff hired must possess a firm belief in our mission and core instructional beliefs, exemplary personal character, and critical professional qualifications. Ideal candidates for employment, regardless of their position, will consistently demonstrate: unwavering belief in and commitment to fulfill Beacon College Prep's mission; embodiment of Beacon College Prep's **BRIGHT** values of Bravery, Respect, initiative, Grit, Honesty, and Teamwork; clearly demonstrated desire for student success as a motivator; ability to prioritize and manage multiple tasks; Ability to effectively handle challenging situations with students, parents, and faculty; desire to work as a member of a collaborative team; willingness to have frequent and honest dialogue about job performance feedback; modeling lifelong learning by actively engaging in and seeking professional development; demonstrated commitment to academic excellence and high standards—for themselves, their students, and their colleagues; experience working with urban student populations; strong oral and written communication skills; use of data to inform decisions and drive continuous improvement; comfort with basic Microsoft Office applications, and other basic technology skills; regular, punctual attendance and professional appearance; appropriate Tennessee credentials and qualifications required for that position; knowledge of Common Core State Standards, literacy testing/programming, cross-curricular instruction (preferable) for all instructionally facing positions

Section 2.4(g) outlines Beacon College Prep's process for staff dismissal.

(i) Salary, Benefits, and Retention

We will use a Lead Teacher and Co-teacher model. Lead Teachers will be paid on a three-tiered system of Emerging, Proficient, and Master Teachers. Compensation for Lead Teachers can be seen below.

Figure 2.4 (c): Teacher Compensation

Tier	Description
Co-teacher	<ul style="list-style-type: none"> ● Starting salary set at \$40,000 ● Joins staff without TN Certification, enrolled in alternative certification program (RELAY Graduate School of Education, Teach for America partner masters/certification program) ● Lessened teaching role and responsibility¹⁰

¹⁰ For more information about how Lead Teachers and Co-Teachers share classroom teaching responsibilities, please see **Section 1.3**.

Emerging Lead Teacher	<ul style="list-style-type: none"> • Starting salary set at \$44,000 • Joins with less than 2 years of teaching experience
Proficient Lead Teacher	<ul style="list-style-type: none"> • Starting salary set at \$46,000 • Joins with 2-3 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments (TNReady), or national normed assessment data) • Eligible to apply for grade level leader (\$1,000 stipend)
Master Lead Teacher	<ul style="list-style-type: none"> • Starting salary set at \$48,000 • Comes with at least 3-5 years of measurable data showing student gains (acceptable forms include TVAAS, state assessments, or national normed assessment data) • Eligible to apply for grade level leader positions (\$1,000 stipend), sets them on potential leadership pipeline track

The minimum qualification for all teachers and leadership staff is a bachelor's degree. Compensation will not be determined by the level of education but instead by proven student performance in measurable data playing the greatest role in determining starting salary. Research by The New Teacher Project shows that adult skills and mindsets have a lasting impact on teacher retention as well as scholar learning; that shared mindset and ongoing, meaningful development shows the greatest impact of satisfied staff.¹¹ We believe that thoughtful hiring of staff combined with meaningful development is vital to retaining talent at our school. We will be reflective in our compensation and benefit offerings to ensure that we remain competitive and able to retain our highest performing teachers. Our investment in staff includes increased salary, additional or specialized professional development opportunities, and possible opportunities for professional growth in responsibility and leadership within our school structure.

(j) Contracts

Beacon College Prep is an at-will employer. Employees are considered at-will, and either the employee or the school may terminate the employment relationship under the policies set forth in our employee handbook at any time. In the absence of a specific policy, the employment relationship may be terminated at any time without notice, with or without cause. It is the responsibility of the Board to oversee school policies and operations. However, no person other than the Head of School has authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

(k) Employee Handbook

Beacon College Prep's Employee Handbook can be found in **Attachment I**.

Figure 2.4(d): Staffing Projections

Position	Start-up	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1	1
Dean of Operations	.5	1	1	1	1	1
Dean of Curriculum	0	0	1	1	1	0
Dean of Lower Academy	0	0	0	0	0	1
Dean of Upper Academy	0	0	0	0	0	1

¹¹ The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive." https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

Scholar Support Coordinator	0	0	.5	1	1	1
Dean of Culture	0	0	0	1	1	1
Office Manager	0	1	1	1	1	1
Lead Teachers	0	4	6	8	10	12
Co-Teachers	0	4	6	7	8	9
SPED Teachers	0	1	.5	1	2	3
Electives Teacher	0	0	0	0	1	1

2.5 Professional Development

(a) Professional Development Days/Hours and How Schedule and Staff Structure Supports _____

Figure 2.5(a): Days and Hours Allocated to PD Types and How They are Supported By School Design

PD Type	Hours/Days	How Y1 Calendar/Schedule/Staff Supports
Summer Institute	17 days	Annual calendar: Includes 17 Summer Institute built in. Staffing: Staff contracts will begin prior to Summer Institute, allowing all staff to participate. Head of School and Dean of Operations will be hired prior to Summer PD allowing for planning and Preparation.
Weekly PD	2.5 Hours per week	Schedule: Weekly schedule includes one abbreviated day on Wednesday allowing for 2.5 hours of professional development time. Staffing: Team consists of Head of School and Scholar Support Coordinator who will provide all applicable PDs to staff weekly.
Full Day PD including Data Days	10 days	Annual calendar: Includes 10 full professional development days following assessment windows or other intentional times of the school year. School closed for scholars, while staff participate in full day of data analysis and action planning or ongoing development. Staffing: Team consists of Head of School and Scholar Support Coordinator who will provide all applicable PDs to staff weekly.
Weekly Coaching	At least 40 minutes per week for coaching conversations.	Schedule: Includes daily specials blocks allowing teachers to meet at least once per week for coaching conversations with their coach. Staffing: Team consists of Head of School and Scholar Support Coordinator who will provide all applicable PDs to staff weekly.
Collaborative Planning	At least 40 minutes per week	Schedule: Abbreviated Wednesday allows for 2.5 hours for teacher development and grade level or content collaborative planning. The first hour of time will be dedicated to grade level or content team planning time, used to analyze student work, refine and internalize lesson plans, and ensure horizontal alignment across grade levels, and vertical alignment across content areas. Staffing: The HOS will be present at these meetings every other week (i.e. week 1 with Kindergarten, week 2 with first grade, week 3 with kindergarten, etc.). The SSC will be present at meetings on a

		rotating basis as well. All meeting agendas and notes will be shared with the HOS.
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(b) Person or Position Responsible for Professional Development

The Head of School will be the primary person responsible for professional development (“PD”). As our school grows and roles are added to our leadership team, more individuals will become involved in the planning and facilitation of PD. In year 1, the Head of School will plan and lead all PD sessions. Where applicable, the Scholar Support Coordinator will assist in PD planning and facilitation. In year two, the Dean of Curriculum will join in PD planning and facilitation. When at full capacity, the two Deans of Curriculum, one Upper Academy (3-5) and one Lower (K-2), will join the Head of School and SSC in planning and facilitating all PD. With demonstrated exceptional performance and effectiveness, the leadership team will have the discretion to select advanced teacher leaders to facilitate PD on designated topics, developing their own leadership skills while providing needed training to their colleagues.

To ensure that teachers are exposed to the highest quality PD, the Head of School will provide staff with external training opportunities when appropriate. We have allocated over \$1100 for each FTE in all years for PD funding.¹² The Head of School will maintain a collaborative relationship with the Founder and Head of School of Nashville Classical, Charlie Friedman, 2011 BES Fellow (see letter of support in [Attachment E](#)). Additionally, we will contract with UChicago to train teachers in delivery of the STEP Assessment and analysis of student literacy development.¹³ The Head of School will allocate funding for other trainings from larger charter networks such as Uncommon Schools and their Teach Like a Champion development series, particularly in the start- up year. In year 2 when, we will have a 2nd grade cohort, we may contract PD services with the Achievement Network to provide assessment and training services.

(c) Core Components of Professional Development Plan

Meaningful professional development not only leads to better results in the classroom, but also helps to retain high performing teachers.¹⁴ We plan to utilize (1) 17 days of summer professional development, (2) 2.5 hours of PD weekly, through our abbreviated schedule, (3) 10 full day professional development including 4 data days, (4) weekly collaborative planning and (5) target coaching and feedback cycles.

1. Summer Professional Development: We believe in the power of an aligned community driven towards academic achievement. We act on this belief with Summer Institute, our summer PD program. The purpose of Summer Institute is to provide our adult community with the mindsets, knowledge, and skills necessary for day one of instruction. This does not mean that teachers are fully developed instructional practitioners that will drive rigorous, college preparatory instruction, but that they will be aligned in our common vision of success and values, understand and implement the instructional and management practices crucial to immediate success, and execute efficiently on school wide systems and routines. We do this while becoming a strong and cohesive community of educators aligned in our mission.

Summer Institute will begin three weeks prior to the first day of school and will be conducted from 8:00am to 5:00pm Monday through Friday. Sessions will be designed to create a strong, cohesive school wide understanding of our community culture, foundational management, instructional skills, operational systems, and Raleigh community outreach. Deep understanding, alignment, and implementation in these four components will create a foundation for the remainder of our school year.

¹² For additional information about PD funding, reference our [Budget](#), Sheet 6, Line 120 (Y1), and Sheet 8, Line 121 (All Years).

¹³ For additional information about STEP funding, reference our [Budget](#), Sheet 6, Line 143 (Y1), and Sheet 8, Line 143 (All Years).

¹⁴ The New Teacher Project. 2012. “Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive.”

https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

Our community begins with our teachers. Staff culture sessions will provide our staff an opportunity to learn about each other, and their personal stories and values as they align with our mission. Sessions will be rooted in the Beacon College Prep **BRIGHT** values: Bravery, Respect, Initiative, Grit, Honesty, and Teamwork, and how they live in each staff member and thus in every scholar. By the end of Summer Institute, staff will be able to communicate to families, students, and community members how our mission, vision, and values are lived in the school every day.

We will build on the common sense of purpose by introducing teachers to the foundational skills necessary on day one. Explicit introduction, modeling, and practice of taxonomies such as Positive Narration and Do it Again will allow teachers to confidently welcome scholars into their classrooms on day 1, and lay the foundation for future coaching and development. Teachers will also learn our academic model, such as our use of small group instruction and the twoteacher model, use of data in classrooms through aggressive monitoring, and our use of cognitively guided instruction throughout our lessons. Our goal in these sessions is to prepare teachers and staff to successfully educate all scholars. Thus we also focus trainings on diverse learners; how our model is aligned to their needs, how to interpret and track data towards IEP goals and academic progress, and how we will implement our RTI systems. Teachers will learn about the difference between modifications and accommodations, and how to successfully implement these for their scholars. Teachers will receive initial training in our discipline model and approach to behavior management for all scholars, including those with disabilities. Teachers will also become familiar with our assessment program, including STEP, NWEA MAP, interim assessments, and Eureka module assessments and our approach to data analysis and action planning.

We believe in the collective power of mission-engaged individuals. We also believe that our school community extends beyond the walls of our classrooms and building. We intend families to play an integral role in the success of our scholars and thus will dedicate at least 6 hours of time during Summer Institute to for family engagement such as Home Visits.

In Year 1 Summer Institute will be planned and facilitated by the Head of School. In subsequent years the Head of School will remain the primary planner and facilitator for most sessions, however, the Dean of Curriculum and Grade Team Leads will lead sessions as appropriate in future years.

2. Weekly PD through Abbreviated Days: We believe that excellent teaching is driven by ongoing professional development. Research by The New Teacher Project shows that adult skills and mindsets have a lasting impact on teacher retention as well as scholar learning; that shared mindset and ongoing, meaningful development shows the greatest impact of satisfied staff.¹⁵

Beacon College Prep will dedicate 2.5 hours every Wednesday to thoughtful development of our teachers. Content will be carefully planned based on observation data and will provide our staff the opportunity to work within the whole group, grade level, and content teams.

Weekly PD will begin with dedicated grade level team meeting time during which teams will discuss upcoming events such as testing windows or parent teacher conferences, share updates such as a new schedule during STEP testing, and analyze whole grade data like class send-outs across first grade right after recess, and what can be done to address the problem. Weekly PD will also offer opportunities for whole staff development where we will introduce or revisit school-wide goals, initiatives, or practices aimed at increasing scholar proficiency across subgroups and cohorts, decreasing send out and discipline problems, and increasing the overall positive culture across classrooms and the school. An example could include a 60-minute whole-school PD about pushing instructional rigor through questioning to increase the ratio of scholar thinking. Staff will watch best practices evidenced in video analysis of peers, leading

¹⁵ The New Teacher Project. 2012. "Greenhouse Schools: How Schools Can Build Cultures Where Students and Teachers Thrive." https://tntp.org/assets/documents/TNTP_Greenhouse_Schools_2012.pdf.

to intentional practice, ending with thoughtful planning of lesson implementation. With a focus on the needs of our subgroups, we will consistently monitor their progress in comparison to their peers and review the implementation of all IEPs and 504 plans. Whole staff sessions could also be used to communicate system and routine feedback such as arrival and start of day procedures during the beginning of the school year. At times, staff will need to gather for logistical sessions per such items as fire drills, mandated reporter training, and testing.

We will hire high capacity, team-oriented individuals. Providing these individuals time to work together in grade level teams will drive consistency in academic achievement across classes. Our daily schedule and weekly professional development schedule allow for dedicated blocks of time for these individuals to collaboratively plan, share best practices, and analyze data. Among many strategies, teachers will use scholar work samples to norm grading and identify best practices then implement changes to lesson plans.

3. Full day PD and Data Days: Beacon College Prep believes that data drives academic performance. We believe that to quantify our excellent teaching we must assess our scholars using rigorous, standards based assessments as outlined in **Section 1.4**. Data will drive our excellent teaching forward, allowing us to make instructional decisions. Because of these beliefs, we dedicate 10 full days to developing our teacher's ability to analyze and implement data. We will use a thoughtful combination of NWEA MAP, interim assessments in core subjects, STEP, and unit assessments. Data analysis will be conducted after each of our assessments, however, full data days will be conducted following interim assessments and STEP Assessments every six to eight weeks. We believe that our teachers need to deeply understand the data they are collecting in addition to how to meaningfully implement it into their lessons. Therefore, in year 1, the Head of School will train teachers on understanding the standards being tested and standard alignment with our assessment program, data analysis, and action planning cycles. The Head of School will assist teachers in looking for trends in data per individual students, subgroups, and cohorts. Teachers will be trained in using that information to inform groupings, interventions, reteaching, and remediation.

4. Weekly Collaborative Planning: Teachers will have at least 40 minutes of collaborative planning time, weekly during our abbreviated Wednesdays however, lead teachers will also have 40 minutes of planning time each day during specials that can be used for collaborative planning as needed. Collaborative planning will be used to infuse data into upcoming lessons through target questioning to specific scholars, or thoughtful spiral review to begin lessons, and to plan supports or strategies across subjects. Teachers will also use this time to prepare RTI lessons with the support of the Head of School or Scholar Support Coordinator

5. Individual Coaching: We believe that a high-quality lesson, prepared by a high-quality individual in a well-paced and engaging way will result in academic achievement for all kindergarten through fifth grade scholars. Thus, we invest considerable amounts of time developing our teachers to meet this need. Development happens in a number of settings; Summer Institute, whole staff sessions, grade level and content teams, and also within individual coaching cycles. Like our scholars, our teachers need tailored training and instruction to continuously grow towards excellence. In year 1, each teacher will be coached by the Head of School. Development topics will be based on a combination of school wide priorities, such as 100% on task behavior, and teacher need, such as using positive narration to achieve that goal. Teachers will be observed at least once per week for a minimum of 30 minutes. The Head of School may capture notes, take a video, or collect artifacts that will provide evidence of teacher performance. Following observations, each teacher will participate in a 30- to 60-minute feedback meeting, depending on need, allowing them the opportunity to hear praise, reflect on evidence collected, action plan with the Head of School, and then practice management and/or instructional techniques. We believe that a consistent cycle of feedback will lead to higher levels of teacher performance, retention, and academic achievement. First, our feedback cycle gives our teachers consistent source of feedback on instructional

practices. Second, self-reflection will provide them with the chance to analyze data through a variety of sources, such as video, exit tickets, or observation notes to inform about their practice. Finally, clear next steps and practice will allow teachers to leave conversations feeling confident and empowered to implement feedback the moment they step back into the classroom. Beacon College Prep will utilize the Six Steps for Effective Feedback guide from Uncommon Schools seen below:

Figure 1.5(b): Six Steps for Effective Feedback

Leader Should Bring:	Teacher Should Bring:
<ul style="list-style-type: none"> • Laptop with Observation Tracker • One-Pager: Six Steps for Effective Feedback • Pre-planned script for the meeting (questions, observation evidence, etc.) 	<ul style="list-style-type: none"> • Laptop & school calendar • Curriculum/unit plan, lesson plans, class materials, data/student work
1 Praise	<p>Praise—Narrative the positive:</p> <p>What to say: We set a goal last week of _____ and I noticed this week how [you met the goal] by [state concrete positive actions teacher took.]. What made you successful? How did it feel?</p>
2 Probe	<p>Probe—Start with a targeted question:</p> <p>What to say: What is the purpose of _____ [certain area of instruction]? What was your objective/goal for _____ [the activity, the lesson]?</p>
3 ID Problem & Action Step	<p>Progress to Concrete Action Step—Add scaffolding as needed:</p> <p>What to say: Level 1 (Teacher-driven)—Teacher self-identifies the problem: Yes. What, then, would be the best action step to address that problem?</p> <p>Level 2 (More support)—Ask scaffolded questions: How did your lesson try to meet this goal/objective?</p> <p>Level 3 (More leader guidance)—Present classroom data: Do you remember what happened in class when ____? [Teacher then IDs what happened] What did that do to the class/learning?</p> <p>Level 4—(Leader-driven; only when other levels fail) State the problem directly: [State what you observed and what action step will be needed to solve the problem.]</p>
4 Practice	<p>Practice—Role play/simulate how they could have improved current lesson:</p> <p>What to say: Let's try that. [Immediately jump into role play.] Let's re-play your lesson and try to apply this. I'm your student. I say/do _____. How do you respond? [Level 4: Model for the teacher, and then have them practice it.]</p>
5 Plan Ahead	<p>Plan Ahead—Design/revise upcoming lesson plans to implement this action:</p> <p>What to Say: Where would be a good place to implement this in your upcoming lessons? [Teacher works by self or follow these next steps]: Let's write out the steps into your [lesson plan, worksheet/activity, signage, etc.]</p>
6 Set Timeline for Follow-up	<p>Set Timeline for Follow-up:</p> <p>What to Say: When would be best to observe your implementation of this? Levels 3-4: I'll come in tomorrow and look for this technique.</p> <p>What to Do—Set Timeline for:</p> <ul style="list-style-type: none"> • Completed Materials: when teacher will complete revised lesson plan/materials.

	<ul style="list-style-type: none"> ● Leader Observation: when you'll observe the teacher ● (When valuable) Teacher Observes Master Teacher: when they'll observe master teacher implementing the action step ● (When valuable) Video: when you'll tape teacher or master teacher to debrief in upcoming meeting
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(d) Onboarding and Orientation

From the time a new staff member is hired until the official Summer Institute (summer PD) begins, there are a series of tasks and activities that will begin to orient them to the Beacon College Prep way. The purpose behind this onboarding process will be to emphasize our meaning of “community” within Beacon College Prep and equip staff members with a deeper understanding of the community and families whom we work with and educate. This onboarding will allow us to complete logistical pieces of hiring prior to Summer PD, ensuring that our time is used effectively and efficiently. This onboarding process will take place for all staff members in Year 1, and will be reserved only for new staff members in subsequent years.

Figure 2.5(c): Onboarding Process

What	Who	When	How	Why
Book Study	All staff	Finish reading by start of Summer PD	In Y1: Mail books and discussion questions to staff by June 1. In Y2 and beyond, returning staff leave on last day with summer books and questions, new staff are given to them when hired.	Summer reading will allow our team to push professional knowledge and skills while also norming on themes, or ideas for the year.
Home Visits	New Staff	After Lottery (May - July)	New staff members accompany the HOS on at least two relationship building Home Visits.	New staff must have a clear vision for how Home Visits look, sound, and feel. Staff must understand rationale, process, tone and content to successfully implement.
HR Paperwork and Staff Handbook	New Staff	Upon hiring, after offer letter is signed	Comprehensive new hire folder complete with all necessary forms, staff handbook, etc.	Completing review, dispersal, and collection of necessary and relevant staffing materials will allow the school to focus on Summer Institute and their new role.

Summer PD is an opportunity to set the tone for the school year, allowing us to communicate to staff members what is expected of them throughout the school year. PD will be focused first on creating a strong adult culture and developing a sense of community. During our first year of operation, all staff will be present for the full summer PD. Beginning in Year 2, the first days of the first week will be dedicated solely to new staff members, engaging them in the school’s mission, vision, and foundations of the staff community. The whole staff join for the remaining days and weeks, as there will be opportunities to grow the team as a whole and engage everyone in skill and knowledge development. Our design relies on consistency across all classrooms. Therefore, we will ensure that all adults are bought into, and have a

deep understanding of, how to implement our school in the Beacon College Prep way. Summer PD will be largely practice-based to ensure that teachers master key instructional taxonomies, routines/procedures.

Our first week will focus on topics such as mission and vision, philosophy of our design, and our BRIGHT values as well as introduce key foundational taxonomies to our teaching and behavior management systems. Sessions will use extensive practice and feedback. Our second week allows continued practice of taxonomies while introducing core instructional pieces and their implementation. In week three, teachers learn the steps of lesson internalization and begin to practice their lessons. To allow teachers to focus on mastering school-wide instructional practices and techniques, teachers will be provided with a complete first two unit plans, as well as the final assessments for all subsequent units. During this week staff will also focus on learning, practicing, and implementing school-wide systems and procedures. The final two days of Summer PD are used to plan and practice Prep Academy (our first days with students) as we prepare to implement these practices to our scholars for the first time. Each day, various icebreakers and team building exercises will be incorporated in order to build a strong and united staff community.

Figure 2.5(d): Summer PD Overview

When	What	Lead by	How	Why
Week 1	Mission, Vision, Philosophy, etc.	HOS	Whole group introduction; break into small groups to dissect our belief statements - report share to the whole group	Ground all staff members in reason we exist and our foundational beliefs; staff must know the 'why' before we can dive into the 'how'.
Week 1	Core Values, Culture	HOS	A mix of whole group and small group activities; develop and practice plans to teach core values to our scholars	All staff need a deep understanding of our core values to successfully uphold our culture.
Week 1	Taxonomies	HOS	Brief introduction of a taxonomy and then whole group and small group practice of the skill	Teachers master taxonomies that will give them the greatest leverage in the classroom.
Week 2	Routines & Procedures- (Classrooms & School-Wide)	HOS & DOO	Classrooms or mock classrooms will be set up in, a routine will be taught. Teachers will take turns practicing how they would teach to the class. Review expectations and responsibilities and practice all portions (arrival, lunch, dismissal, hallway transitions, lunch) Review Code of Conduct and systems for behavioral management; include focus on ensuring appropriate implementation of students with disabilities.	Students thrive in consistent environments; everyone must be normed. Routines leverage efficiency and allow for time and focus to remain on instruction. School culture cannot break down during procedures. It is imperative we maximize learning time and maintain positive culture through practiced systems and routines. Behavioral management has school-specific systems, and we remain mindful of the needs and rights of our students with disabilities.
Week 2	Assessments and Data	HOS and outside	Outside trainer(s) will train our teachers on how to administer,	Valid assessment data is crucial to our data-driven instruction

		providers	score, and interpret scores from each assessment, such as STEP. HOS will discuss the data collection practices used on a day to day, and ongoing basis	approach. Staff must be invested in the assessments we use, and trained in the practice we use to gather data from scholars on an ongoing basis.
Week 2	Introduction to Curricular Materials	HOS	Mixture of whole group and small group, reviewing curricular pieces and seeing how they are implemented at Beacon College Prep and in their specific grade	Teachers must have knowledge and investment in curricular pieces they will be using throughout year to adequately modify, prepare, and implement.
Week 3	Diverse Learners, including ELL and Students with Disabilities	HOS and SSC	Discussion of best practices for all scholars, with focus on SPED and ELL; lead group through lesson plan and how to enhance/differentiate for scholars. Discuss RTI2 routines and procedures, as well as the IEP process and the implementation of appropriate modifications and accommodations. We focus on how as a school we communicate with our families whose home language is not English, and how we support teachers to effectively communicate with all families regarding all of their scholars' behavioral and academic progress regardless of home language.	To deliver on our mission of an excellent education for ALL scholars, teachers must be equipped with the tools to help all scholars access and master content and the school and teachers must be equipped to effectively communicate with all parents and families.
Week 3	Unit & Lesson Plans	HOS, (Dean of Curriculum in Y2)	Use completed unit plan as springboard for discussion - components of lesson, overall structure, pacing, work exemplars, etc.	Teachers must have clear bar for rigor and understanding of our planning and preparation expectations.
Week 3	Lesson Internalization /Practice	HOS, (Dean of Curriculum in Y2)	Break up into small groups and run practice sessions of teachers delivering lessons- staff provides feedback to their peers.	Lesson internalization and practice is crucial to the success of lesson delivery and implementation.
Week 4 (2 days)	Prep Academy	HOS	Mixture of whole group and small group introducing teachers to schedule of Prep Academy and allow time for practice and preparation	Prep Academy is our way to introduce scholars to our school. This scholar orientation is crucial in teaching class-wide and school wide systems as well as building a supportive culture.

(e) Cultivating Future Leadership Capacity

We believe that continual development of our teachers is a crucial foundation to our future success. This includes creating opportunities for teachers to gradually increase their responsibility and to develop and

demonstrate their leadership. Beacon College Prep will offer a number of leadership roles that allow teachers to stay in the classroom, while also providing opportunities for growth into the leadership team.

Teacher Leadership Roles: Teachers will have a number of opportunities to develop their leadership skills and capacities while maintaining their role in the classroom. The first option is a role as Grade Team Leader ("GTL"). After Year 1, teachers will have the opportunity to apply for the GTL position. GTLs will meet weekly with the Head of School, discussing school wide topics such as testing schedules, weekly observation and feedback trends, family engagement, and serving as the point person for their grade level. GLTs may also be eligible to facilitate professional development or participate in outside development opportunities. The Head of School will invite teachers to apply for leadership of "stretch projects,"¹⁶ such as leading committees to plan one-time schoolwide events (e.g., field day and end-of-year ceremonies) or more extended initiatives (e.g., Black History Month programming), before building up to greater responsibility. Throughout the year the Head of School will invite teachers to lead or co-lead professional development sessions for colleagues. The Head of School will evaluate candidates for these leadership opportunities based on existing strengths and short- and long-term goals identified during individual coaching conversations. In future years, the Head of School and Deans of Culture will select teachers seeking additional growth opportunities to serve as mentors to teachers new to profession and/or school.

Scholar Support Coordinator: In year 1 and 2, our special education teacher will work closely with the Head of school to develop the skills necessary to fulfill the role of Scholar Support Coordinator. During this time they will assist with designing and facilitating applicable professional development sessions. Additionally, we will seek external PD opportunities such as BES LENS and Weekend Warrior programs.

Dean of Curriculum: In Year 2 of operation, we will hire a Dean of Curriculum. Initially, we will interview teachers within our organization for this position. The Head of School will identify candidates based on individual capacity, talent, and desire for the role. This will be something the Head of School will be mindful of when hiring teachers in Years 1, working to hire teachers who have the capacity to grow into this role. There will likely be necessary skill, knowledge, and capacity development to prepare a teacher for this role, thus, our Head of School will be prepared to give teachers coaching around developing their leadership capacity and instructional knowledge. Externally hosted PDs such as Really Great Readers or Eureka Math will be utilized to develop additional expertise in content areas.

(f) Differentiated Professional Development

We will gather a variety of data and feedback to plan PD aligned to scholars' and individual teachers' needs. The instructional leadership team (beginning with the Head of School, with input from the Scholar Support Coordinator, and eventually including the Dean(s) of Curriculum in Year 2 and beyond) will analyze student performance on assessments such as NWEA MAP, i-Ready, Eureka, STEP, interim and end of course exams to inform instruction, supports, and PD. In year two and beyond, the team will also review teachers' qualitative and quantitative evaluation scores from previous years. Based on these scores, the team will determine the intensity of coaching and feedback to each teacher will receive in the coming year, with teachers rated on the "emerging" level receiving twice weekly observations with written feedback and weekly coaching conversations, "proficient" level teachers receiving once weekly observations with written feedback and weekly coaching conversations, and "master" level teachers receiving bi-weekly observations and check-ins. Teachers' performance on specific indicators on the evaluation will determine future PD groupings. Weekly PD will be based on school-wide observation data and trends. Differentiation will happen for teachers within these sessions through small group work. For

¹⁶ "Hidden in Plain Sight: Tomorrow's Education Leaders Already Work for You." EdFuel and Bridgespan. 2016. <http://www.edfuel.org/wp-content/uploads/2017/08/Hidden-In-Plain-Sight.pdf>.

example, observation data may show a need to increase student talk ratio in class. Within this PDs we differentiate between skill sets. Emerging teachers will work on a foundational task such as scripting turn and talks into a lesson, and then practicing those questions. Proficient teachers may script lines of questioning and habits of discussion that will push rigor of discussion within an already strong turn and talk routine. Proficient teachers may also be asked to take a more active role in PD facilitation. The Head of School and Dean(s) of Curriculum will gather teacher feedback on development needs through the annual TNTP Insight survey and through consultation with the Grade Team Leaders. The Head of School will start the school year by meeting one-on-one with each teacher to discuss the teacher's strengths, areas for growth, goals for the year, and coaching needs. Conversations continue throughout the school year, both one-on-one and through feedback surveys, to ensure that coaching supports are tailored to individual teacher's needs and driving students' academic growth. Based on teacher input, the leadership team will plan and invite teachers to choose among concurring small group sessions. The Head of School and Dean(s) of Curriculum will work with teachers to select sessions best aligned to their individual year-long goals. Beginning in Year 2, new teachers will begin Summer Institute a few days before returning staff, giving newcomers time to learn the school's mission, vision, and professional culture.

(g) Orientation to Mid-Year Hires

The Head of School and Dean of Operations will prepare individualized onboarding plans for mid-year hires. These plans will begin with a common orientation to Beacon College Prep's mission and model, including our service learning program, approach to family and community engagement, and schoolwide systems and procedures (such as daily and weekly schedules, classroom technology usage, arrival and dismissal routines, etc.). They will also provide an overview of human resources (such as employment policies, compensation and benefits, and annual performance reviews), and operations (such as the organizational chart, supply and maintenance requests, and emergency response procedures). Based on the new teacher's experience and skills, the leadership team will provide personalized training in: curriculum, school culture and discipline, instructional technology, software and data systems.

2.6 Insurance

(a) Types of Insurance

Figure 2.6(a): Insurance Coverage and Limits

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation Workers' Compensation Part II (Employers' Liability)	As specified by Tennessee Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime	
Employee Dishonesty	\$1,000,000 per occurrence
Forgery or Alteration	\$1,000,000 per occurrence
Inside Premises – Theft of Monies & Securities	\$1,000,000 per occurrence
Outside the Premises	\$1,000,000 per occurrence
Computer Fraud	\$1,000,000 per occurrence
Money Orders/Counterfeit Papers	\$1,000,000 per occurrence
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability**	\$500,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.

**Recommended coverage, however may not be required by charter authorizer

(b) Letter of Coverage

We have contacted representatives of several insurance carriers that have charter school programs. We look forward to designing an insurance program that not only meets Shelby County Board of Education needs but also the needs of the school. We will ensure any carrier with whom we contract will abide by the 10-day cancellation provision, pursuant to T.C.A. § 49-13-107(b)(19). Please see **Attachment J** for a letter outlining this provision from Gallagher Insurance, Risk Management, and Consulting.

2.7 Transportation

(a) Transportation Offerings

Beacon College Prep plans to provide limited bus transportation to scholars in all years of operation and intends to contract for bus services from a local company such as Durham School Service. In our first and second years of operation, we will provide one bus route to families, with route(s) based on the area of residence for the families who most demonstrate such need. In year three, we will add a second route and bus, and by year five we plan to expand to three buses and routes. We will provide our families with as much assistance as possible and will reassess our transportation offerings each year depending on school enrollment and those locations from which our families are traveling. If additional buses are needed, we will allocate funding to meet those needs.

(b) Transportation Budget and Extra Needs

We plan to operate our bus routes each day that school is in session. Buses will not operate for any after school, Saturday, or summer programming; with written family approval, we will provide information on setting up car pools amongst families. In the event that transportation is required for a field trip, buses will be provided by the school. We have allocated \$46,500 in year one for one bus, and in order to account for inflation, \$47,198 in year two for one bus. In years three and four, our transportation budget for two buses increases to \$94,395 and \$95,811, respectively. In year five, we have allocated \$143,716 for three buses. We are committed to providing our families with as much assistance as possible and will reassess our transportation offerings each year depending on school enrollment and family need and to the greatest extent possible will allocate funding to meet those needs.

(c) Transportation Plan

Our initial plans do not include purchasing a bus but instead contracting with a school bus provider such as Durham School Services. This relationship will be overseen by Dean of Operations in all years, and one Beacon College Prep staff member will supervise scholars on the bus every day. Compensation for this role is included in staff salaries and will be reflected in job descriptions.

Beacon College Prep will comply with the following state and federal laws and regulations per Tennessee Code Ann. § 49-13-114: (a) Transportation will be provided by Beacon College Prep; (b) We acknowledge that we are not required to provide or pay for transportation for pupils who reside outside of the district; and (c) We will include our transportation plans in our annual reports. Special transportation will be provided when necessary for all scholars who require it because of a disability.¹⁷ Beacon College Prep will adhere to all regulations and requirements stated in Tenn. Code Ann. §49-6-2116. The school's Dean of Operations will serve as transportation supervisor, participating in the district's annual student transportation management training. Beacon College Prep will submit the name of the transportation supervisor to the Tennessee Department of Education ("TDOE") by August 15th of each school year and

¹⁷ Costs for transportation services for scholars with disabilities will be allocated in all years as needed in response to IEP service requirements.

promptly notify the TDOE should any change in transportation supervisor occur during the school year. Each year, the school will provide its transportation policy to families through the Scholar and Family Handbook and presentations during Family Orientation, to staff during Summer Institute, and to the community at large through our school's website. This policy will clearly articulate the procedure for reporting complaints regarding school bus safety, as well as the transportation supervisor's investigation protocol, including initiating investigation within 24 hours of receiving a complaint, providing the Head of School with an initial report within 48 hours and providing a final report within 60 school days. The Dean of Operations will ensure that the buses' rear bumpers are equipped with a phone number for reporting complaints and that the school has all required documentation on file, including bus maintenance and inspection records, bus driver credentials (including background checks, health records, and performance reviews), driver training records, and any complaints received and related investigative reports.

(d) Lack of Transportation Plans

As indicated above, we have outlined a transportation plan for the school in all years.

2.8 Food Service

(a) Food Service Plan

Beacon College Prep plans to use Shelby County Schools ("SCS") nutrition and meals service plan. This contract will ensure that meals are delivered and served at the school daily. Once a final location is secured, we will identify a location for all necessary equipment such as warmers for meals and coolers for milk. Breakfast will be delivered to classrooms daily, however, dependent on our facilities, lunch may be served in the cafeteria or the classrooms. Beacon College Prep will ensure compliance with all applicable county, state, and federal guidelines and regulations regarding our food service. Procedures such as food and drink handling and distribution and waste management will all be closely monitored. If we do not contract with SCS, we will create an invitation to bid for another service provider. The Board of Directors will evaluate a provider based on price per meal, meal contents and compliance, such as milk varieties offered, sodium content, and the providing of a fruit or vegetable. Providers will be expected to provide transportation and preparation of all meals. Sample contract provisions and expectations include: (1) Maintaining TN Health Department Bi-Annual Inspection with Passing Score; (2) Having HACCP program in place, providing proof of such; (3) Maintaining daily Individual Meal Food Production Records; (4) Maintaining Daily Individual Meal Component Documentation; (5) Maintaining 21-day Monthly Cycle Menus; (6) Making accommodations for Food Allergies; (7) Ensuring hot meals maintained at 140 degrees or above, cold meals at 40 degrees or below prior to and during transport and delivery; (8) Providing meals individually packaged and sealed; (9) All meals will be priced as a unit, which meet USDA requirements; (10) Any provider will implement the "Traditional Menu Planning Approach"; (11) All meals and menus will be appropriate to the age of our students; (12) The provider will substitute food components for a student with disabilities that restricts their diet. The Dean of Operations will manage vendors.

(b) Meeting the Needs of Low Income Students

We will serve a primarily low-income population. We anticipate this population to constitute 70% of our total student body. To provide free or reduced priced lunches to all families in need, we will ensure all families complete income verification forms during the enrollment process.

(c) Information Collection

During the enrollment and orientation process, Beacon College Prep will ensure that all families complete income verification forms and report household earnings so that free and reduced lunches can be

provided to all qualifying scholars. Records will be collected, stored, and maintained by the Dean of Operations who will manage all steps to ensure that the school receives reimbursement for meals served.

2.9 Additional Operations

(a) Technology

Beacon College Prep will ensure students have ample access to technology required for state mandated assessments. In all years, the school will provide one Chromebook for every three students, allowing for small group rotations including independent practice on instructional software. After year 2, school leadership will seek funding for additional computers, allowing for 1:1 ratios in testing grades. The school will also provide high speed internet and sufficient WIFI Access Points to ensure consistent coverage throughout the building. At least one month in advance of statewide testing, the school will conduct an infrastructure trial, replicating testing conditions with all Chromebooks in use to ensure any connectivity issues are promptly identified and addressed. The Head of School and Dean of Operations will train scholars and teachers in appropriate use and storage, ensuring teachers lock Chromebooks in carts each evening, and conducting quarterly inventory checks. Beacon College Prep will provide staff with all the technology they need to excel in their work. Every Beacon College Prep staff member will receive a laptop and cell phone. Beacon College Prep will equip every classroom with a projector, speakers, and document camera, as well as Chromebooks (one for every three students), headphones and any assistive technology mandated by students' IEPs. The cafeteria/auditorium will be equipped with a projector, speaker system, and microphones for use during whole school activities, such as weekly Community Meetings. The school will have at least three high speed multipurpose copiers with scanning and faxing capabilities, including one color printer, as well as one poster printer and one large laminator. Beacon College Prep will also purchase smaller equipment, including an ID printer and scanners, paper shredder, and postage machine.

(b) Student Information Management

Beacon College Prep will ensure compliance with the Family Education Rights and Privacy Act ("FERPA") and state regulations regarding student privacy and disclosure of student data and records. The school will include a privacy policy aligned to FERPA in the Scholar and Family Handbook and presentations during Family Orientation. The personnel handbook will likewise include a FERPA-aligned privacy policy, which the Dean of Operations will review during Summer Institute. Upon hiring, all staff will also sign a confidentiality agreement regarding student information. Beacon College Prep will use PowerSchool as its Student Information System ("SIS") platform. The Dean of Operations will administer the site, providing staff with password-protected accounts and restricting staff access to student data stored in the SIS according to job responsibilities and necessity. When not in use, the Dean of Operations will lock all hard copies of general student files in filing cabinets in the main office and the Scholar Support Coordinator will lock special education files in cabinets in his/her office. Per FERPA¹⁸, the Dean of Operations will respond within 45 days to all educational record requests from families.

(c) School Health and Nursing Services

In compliance with the Coordinated School Health Program¹⁹, Beacon College Prep will contract with Well Child to provide on-site nursing services. The Dean of Operations will supervise the School Nurse, ensuring that any nurse provided by Well Child meets all credentialing and certification requirements designated by Title 68, Chapter 1, Part 12 and that the nurse is providing all contracted services to the school's satisfaction. Should specific student needs exceed the nursing and health services outlined in the

¹⁸ <https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html>.

¹⁹ https://www.tn.gov/content/dam/tn/education/csh/csh_school_health_laws_2018.pdf.

contract, we will determine whether the contingency budget can suffice to meet those needs. If additional funds are required, the Head of School, Dean of Operations, and EdTech will review the budget and reallocate funds to ensure we meet all student needs.

(d) Safety and Security

We will comply with all background check requirements described in § 49-5-413 for all staff and volunteers.²⁰ All hiring offers will be contingent upon successful completion of fingerprint, FBI and state criminal history, National Sex Offender Registry checks. Per Tennessee law, the Dean of Operations will renew these checks every 5 years. During the day all exterior doors will be locked, with only one main entrance/exit open for visitors. The Office Manager will control access to the building, buzzing visitors in, checking government-issued IDs, and ensuring that all visitors (family members, vendors, community members, etc.) sign-in and out. The Office Manager will provide all visitors with a pass clearly noting the visitor's name, as well as the date, time, and purpose of the visit. All building tours must be scheduled with the Dean of Operations at least 48 hours in advance and must be accompanied by a staff member. In addition, the school will only release scholars to parents or adults listed on families' authorized pick-up list. Likewise, the Dean of Operations will ensure compliance with all relevant laws and regulations, such as health and fire codes. The Dean of Operations will directly organize or coordinate with the landlord to ensure timely inspections of all building systems (e.g., fire alarm, sprinklers, elevators, etc.). The Dean of Operations will also conduct regular building walkthroughs and establish a maintenance request system to quickly identify and address any potential hazards.

In compliance with § 49-6-(801-814), the Head of School and Dean of Operations will develop the school's comprehensive emergency response plan during Year 0 and review and revise it annually. We will use the TN Department of Education's model plan as guide and seek feedback from the Department of Education, Memphis Police Department, and area fire marshal before implementing.²¹ This plan will include identification of a school emergency response team, Incident Command System, on- and off-site emergency response protocols, parent notification plans. The plan will include protocols for incidents such as fire, weather emergency, evacuation, reverse evacuation, lockdown and shelter in place. The Dean of Operations will ensure every room is equipped with an emergency go-kit, including emergency procedures, key contact information, and student rosters (as appropriate). The Head of School and will conduct an annual school security self-assessment, annual staff training and monthly student drills.

(e) School Maintenance

Beacon College Prep will contract evening custodial services at the outset of operations and consider hiring a full-time building manager once the school reaches full capacity in Year 5. In the interim, small daytime facility issues will be addressed by the Head of School, Dean of Operations, and Deans of Curriculum. If maintenance demands exceed expectations, we will work with EdTech to assess the potential cost of adding day porter to existing contract or moving facility management in-house earlier.

(f) Additional Operations

Beacon College Prep plans to contract with EdTec to provide overall budget management, payroll services, monthly financial reviews and reports to the Board of Directors, and grant management. The Head of School and Dean of Operations will work closely with EdTec to ensure compliance with Generally Accepted Accounting Principles, as well as grant reimbursement and reporting requirements and any other school finance regulations, such as federal Maintenance of Effort reporting.

²⁰ Additional detail about current state requirements for school personnel can be found here: Tenn. Code Ann. § 49-5-413.

²¹ Information on § 49-6-(801-814), the Schools Against Violence in Education (SAVE) Act, including exemplar emergency response plan, security self-assessment, and sample training materials can be found at: <https://www.tn.gov/education/health-and-safety/school-safety/save-act.html>.

(g) CMO Agreement

Not applicable.

2.10 Waivers

Figure 2.10(a): Waivers

T.C.A. Citation or State Board of Ed. Policy	Description of Statute	Proposed Replacement	How this will increase achievement
T.C.A. § 49-3-306(a)	Licensed Personnel Salaries	We will ensure our staff are paid appropriately, at regular intervals, and in a timely manner, disclosed at the start of each year. We have selected a fiscal year of July 1 to June 30. Salary ranges will be determined based on teacher quality and effectiveness, as measured by a comprehensive annual evaluation including students' performance on standardized tests and nationally normed assessments.	We will prioritize the recruitment of the highest quality, mission-aligned teachers. Likewise, student achievement rather than years of experience or advanced degrees will drive our competitive compensation for teachers.
T.C.A. § 49-3-311	Capital Outlay	We will ensure a facility that is ADA compliant and meeting all occupancy safety codes. We have sought facilities in our proposed zip code and target community. We have provided letters of support for two potential facilities as Attachment E .	The capacity to determine our own facility allows us to find locations suited to both our financial projections and the needs of our program. This will enable us to best leverage our resources for other program needs.
T.C.A. § 49-5-503	Tenure	Beacon College Prep will contract with all teachers and staff as "at-will" employees.	We require more discretion over staffing in order to retain, recruit, and support the best talent, and ultimately produce the greatest student academic progress.
T.C.A. § 49-6-1003	Safety Instruction	Beacon College Prep requests a waiver of the requirement of principals to teach road safety instruction for 15 minutes per week.	We maximize every minute of the school day to support students' needs through extended literacy and math instruction and intensive individualized interventions.
T.C.A. § 49-6-2206	Use of Unapproved Books and Instructional Materials	Our Head of School and Deans of Curriculum will determine the curriculum necessary for each school year, which may include textbooks not listed on the	To ensure that we can provide our students with the tools and knowledge they need to be successful in high school, college, and life, we will require

		approved books or instructional materials lists. Our team will ensure instructional material and books selected are aligned to TAS and students will participate in the required state assessments.	a high degree of flexibility in our curriculum and instructional materials.
T.C.A. § 49-6-3004	School Term	Students will attend 187 days based on annual school calendar. Staff will participate in 17 days of pre-service PD, in addition to 10 full PD days throughout the year and 150 minutes of targeted PD sessions each week. The Head of School and Deans of Curriculum will determine PD content based on student achievement data, classroom observation and coaching trends, and teacher input.	Flexibility regarding the content, structure and duration of professional development will allow data to drive our decision-making, enabling our school leaders to design training closely tied to our students' and teachers' specific needs.
T.C.A. § 49-6-4002	Formulation and administration of behavior and discipline codes	The Head of School and Dean of Culture will formulate and administer discipline policy that meets all students' needs while producing a safe, supportive learning environment. This discipline policy will guard against discrimination by race, gender, religion, disability or any other demographic factor.	Beacon College Prep will create and maintain a positive school-wide culture in our scholars, staff, and families through: (1) explicitly teaching character development; (2) fostering a sense of individual and collective responsibility, (3) ensuring a safe and structured environment, and (4) celebrating growth and achievement.
0520-01-03-.02(1)(b)2(i)	Length of Day for Student	We request to waive section (b) 2(i) under the Length of School Day for Students, which states that "Early dismissals shall not exceed the equivalent of 13 days and shall not exceed 3.5 hours in any week." As described in our academic calendar and weekly schedule, we will have early dismissal Wednesdays, with scholars departing at 1:20pm instead of 4:00pm.	The abbreviated Wednesday schedule for scholars allows Beacon College Prep to provide teachers with 150 minutes of collaborative planning and professional development each week. This continuous professional development helps maintain momentum in teachers' skill development and enables school leaders to respond rapidly to data trends.
0520-01-03-.03(3)	Class size for Grades K-12	We request a waiver for class size requirements which limit maximum class size of students in K-3 (average class size =20, max 25), 4-6 (average class size= 25, max 30).	Our school projects to enroll 30 students per class in K-3. By expanding class size to 30 per class rather than 25 in grades K-3 will allow us to be able to leverage our two-teacher model.

0520-01-03-.03(5)	Duty Free Lunch Period	We request a waiver of duty-free lunch periods for teachers, so teachers may support during recess and lunch periods. Teachers will receive at least 40 minutes of planning time during the day, outside of the lunch and recess periods.	Adequate supervision during lunch and recess is essential to maintaining our positive, orderly school culture.
0520-01-03-.07(1)	School Library Information Center	We will not have a library information specialist in Y1-Y5 but will have leveled classroom libraries in our classrooms, with general education teachers directly managing the libraries and monitoring student usage of library materials.	Classroom libraries will allow us to save resources and differentiate reading across all levels of readers. If students are ready to access books beyond their grade level, they may access books at other grade levels.
0520-01-02-.02	Salary Schedules	Beacon College Prep will create a system of determining salary based on teacher quality and effectiveness, as measured by a comprehensive annual evaluation including students' performance on standardized tests and nationally normed assessments.	We commit to hiring, retaining and promoting based on effectiveness in order to ensure that the highest quality teachers and staff serve our students.
0520-01-02-.03(6)	Principals	Our instructional leadership positions (Head of School, Deans of Curriculum, and Dean of Culture) will be staffed by highly capable, mission-aligned individuals who bring a strong track record of success in education.	Eliminating the licensure requirement for these positions allows us to explore a talent pool without being restricted to only those applicants who hold principal licensures. We will always ensure only the highest quality individuals hold any position within our school, especially instructional leadership.

2.11 – 2.16

Not applicable

SECTION 3: FINANCIAL PLAN AND CAPACITY

3.1 Planning and Budget Worksheet

Beacon College Prep's Budget Worksheet can be found in [**Attachment O.**](#)

3.2 Budget Narrative

Beacon College Prep's Budget Narrative can be found in [**Attachment P.**](#)

ATTACHMENT A: Annual School Academic Calendar - Beacon College Preparatory Charter School

2020-2021 Academic Calendar

May 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
					1	2
3		5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 0 PD Days: 0

June 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Instructional Days: 0 PD Days: 0

Key:						
Staff Professional Development						
Family Engagement Event						
Assessment Window						
Scholar First/Last Day						
No School for Scholars & Staff						
End of Quarter						
TOTAL INSTRUCTIONAL DAYS: 187						

July 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26		28	29	30	31	

Instructional Days: 3 PD Days: 17

August 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
			1			
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30		31				

Instructional Days: 20 PD Days: 1

September 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 21 PD Days: 0

October 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Instructional Days: 19 PD Days: 1

November 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Instructional Days: 16 PD Days: 1

December 2020						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Instructional Days: 16 PD Days: 0

January 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Instructional Days: 18 PD Days: 1

February 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Instructional Days: 19 PD Days: 0

March 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Instructional Days: 16 PD Days: 2

April 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 20 PD Days: 1

May 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
				1		
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Instructional Days: 19 PD Days: 1

June 2021						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Instructional Days: 0 PD Days: 2

Important Dates:						
May 4: Home Visits Start						
July 6: Staff Professional Development Starts						
July 15: Family Orientation Option 1						

Attachment B: Scholar and Family Handbook (includes Student Discipline Policy)

OVERVIEW¹

Within an academically rigorous, purposefully structured, and joyful community, Beacon College Preparatory Charter School prepares all kindergarten through fifth grade scholars for success in college and to contribute positively to their communities. Beacon College Prep Charter School will open its doors to 120 Kindergarten and grade 1 scholars in August 2020. We intend to be one of the highest performing elementary public schools in the City of Memphis and our nation. We will achieve our mission by providing every scholar with the academic skills, knowledge, and ethical foundation to be set on the path to college from the very beginning of their education.

SCHOOL, FAMILY, STUDENT ACCOUNTABILITY

Beacon College Prep has high expectations for our staff, families, and scholars. We believe that a high-quality education requires the coordination and commitment of everyone involved in our scholars' education. We know that families have made a choice for their child(ren) to attend Beacon College Prep and we promise to always prioritize your child's education and future. We are a public charter school, therefore signing these contracts is not required for attendance in our school. Rather, these contracts outline the expectations for the school, family and scholar to ensure accountability to our mission.

SCHOOL, FAMILY, and STUDENT CONTRACT

PARENT/FAMILY CONTRACT
Attendance and Promotion <ol style="list-style-type: none">1. I commit to supporting Beacon College Prep's rigorous academic program, high expectations of student behavior, and extended day and school year.2. I commit to ensuring my child arrives at school on time, in the proper uniform, each day for a full day of learning. Exceptions are made only if my child is sick or not able to participate in daily instruction due to a family emergency.
Homework and Academic Support <ol style="list-style-type: none">3. I commit to reviewing and monitoring my child's Lifework, academic progress, and behavior reports regularly.4. I commit to ensuring a calm and quiet place for my child to complete lifework and read each night.5. I will sign my child's Lifework folder and behavior log each night and support them when they need help and encouragement.6. I commit to communicating and asking questions of Beacon College Prep when I need clarification about my child's educational experience.
Behavior and Dress Code <ol style="list-style-type: none">7. I understand my child will have consequences and/or lose privileges if my child does not comply with rules and expectations of the school.8. I understand my child's behavior will be managed through the RTI2 behavior process, and a suspension may be issued for offenses outlined in our Student Discipline Policy.9. I understand Beacon College Prep works to ensure a safe environment for all students and bullying will not be tolerated in any form.10. I understand that my child will participate in a character development program.11. I commit to ensuring my child is in the proper uniform each day.
Family Support and Communication <ol style="list-style-type: none">12. I commit to communicating and working as a part of the team to ensure my child excels both academically and behaviorally. I will review and sign daily behavior logs, progress reports, report cards, and any correspondence sent home by the school.13. I have read and understand the Code of Conduct.14. I commit to my giving my effort to these commitments to give my child the opportunities s/he deserves and needs.

¹ Beacon College Prep's Scholar and Family handbook has been influenced by recently authorized Memphis charter schools Memphis Merit Academy and Believe Memphis Academy.

Parent or Guardian Signature: _____

STUDENT CONTRACT

1. I understand the core BRIGHT values of Bravery, Respect, Initiative, Grit, Honesty, and Teamwork and will do my best to always follow them.
2. I commit to attending school every day unless I experience sickness or an emergency.
3. I commit to completing all of my assignments with excellence, giving my best work every time.
4. I commit to completing my Lifework every night. The work will be neat, placed in my Lifework Folder, and submitted to my teacher daily.
5. I commit to adhering to the Code of Conduct at Beacon College Prep and all school functions.
6. I commit to following the Beacon College Prep uniform policy and dress code.
7. I commit to communicating on a regular basis with my parents/guardians about my progress including grades, assignments, goals, and my behavior.
8. I have read and understand the Code of Conduct.
9. I commit to making my best effort to these commitments to give myself opportunities I deserve and need.

Student Signature: _____ Student Printed Name: _____

FAMILY INVOLVEMENT

We believe that all families want their scholars to succeed academically and personally. With these shared goals, we believe in families as essential partners in our scholars' education. Working closely with families strengthens our school by better informing our decision-making, supporting students' learning at home, and creating a supportive community among families. We welcome and expect Beacon College Prep families to participate in our school community, but also know that different families engage with schools in different ways at different times and these differences do not represent differences in how much families care about their children or their education.

We offer various family programs, from social events to parental skills development and leadership opportunities. We welcome families to participate as often and in as many different ways as they can.

Annual Home Visits: 100% of newly enrolled Beacon College Prep families will participate in a Home Visit before the school year begins. Visits will help staff and families begin building a strong and trusting relationship even before our scholars step foot in the classroom.

Family Orientations: Offered before the start of the school year, Family Orientations provide families opportunity to see the building, meet staff, and learn about our mission, vision, and academic program.

Beacon Breakfasts: Beacon Breakfasts provide monthly opportunities for parents to engage with school leaders about upcoming events such as standardized testing, discuss parenting and education topics such as milestones in a child's development, and provide feedback on the school and on any proposed changes to programming or curriculum.

Beacon Family University Nights: Through these Nights, families have the chance to learn how to best support learning at home. Topics may include supporting math strategies and concepts, practicing reading comprehension by asking questions, and increasing math fact or sight word fluency through fun/games.

Beacon Family Council: Beacon College Prep invites families to take on greater responsibility for the school as members of the Family Leadership Council, which will meet monthly with school leaders to provide direct feedback about the school's academic program, guidance about school culture systems, and advice about our broader family engagement strategies.

Family Fun, Cultural Events and Field Trips: Throughout the year, we will offer a variety of joyful activities and seasonal events (i.e., Dia de los Muertos Festival and Summer Block Party) to give families a chance to relax and socialize with other families and staff. We welcome families to chaperone field trips to colleges and museums, giving them time to discuss long-term academic goals with scholars, learn more about colleges and scholars' studies, and get to know other scholars and families.

Ongoing Communication: Teachers will send home bi-weekly academic and character reports, so families are promptly notified of any changes in their scholar's performance. Teachers will make daily phone calls home to celebrate successes, discuss any immediate concerns, and collaborate with families on how to best set their scholars up for success at school. These calls also give teachers the chance to learn more about what families are doing at home to support the scholar's success, or to better understand any challenges that may be impacting the scholar's work in school.

Quarterly Family-Teacher Conferences: In addition to engaging in ongoing communication with their scholars' teachers, we will ensure that all families are able to participate in quarterly conferences to review their scholar's academic and behavioral progress, collaboratively construct academic and/or behavioral goals with the teacher and learn how to support their scholars' growth at home.

ATTENDANCE POLICY

Missing a day here or there might not seem like much, but over time absences hurt scholars. Research shows that even as early as kindergarten, missing 10 percent (or less than two days per month) of school days can make it harder to learn to read. Our scholars and families know every minute matters and show initiative by making sure they arrive to school on time every day and power through to the end of the day.

Beacon College Prep scholars can arrive for breakfast starting at 7:30am every day, Monday-Friday and remain at school until 4:00 PM except on Wednesdays. The doors open at 7:30am with the late bell ringing at 7:45am and convening Morning Meeting. On Wednesdays, scholars are released early at 1:20pm. In the event a scholar is going to be absent, the parent/guardian must contact the office by 7:30 AM. We commit to a daily attendance rate at or above 96%.

EXCUSED ABSENCES

Excused absences are classified as the following:

- Personal illness, homebound, hospitalization of scholar, injury, pregnancy, circumstance.
 - The Head of School may request a conference with the Scholar Support Coordinator to determine if additional supports are needed due to absences after 10 days have been accumulated throughout the year. A doctor's note must accompany any additional absences.
- Serious illness or death of a scholar's immediate family.
- Scholar participation in school-sponsored activity.
- Religious holidays and special holidays regularly observed by specific faith groups. Scholars are excused for absences of class or school day due to religious observance of a holiday deemed sacred by a religion of the scholar. The scholar will be allowed to make-up any missed work without penalty.
- Absences due to court orders, subpoena, or court summons are excused.
- Circumstances beyond the scholar's control at the discretion of the Head of School may be excused.
- Deployment of the scholars' parent or guardian enlisted in the United States Armed Forces, inclusive of the National Guard or Reserve called to active duty.

- The scholar shall be given one day of excused absence for deployment and one absence for the return for deployment of the parent or legal guardian.
- Scholars may be given excused absences for up to 10 days to visit scholar's parent or guardian if the parent is granted rest and recuperation leave and is also stationed outside of the country.
- Scholars may be given excused absences for up to 10 days of accumulation throughout the school year for visitation during deployment of parent or guardian. The total excused absences for deployment related reasons may not exceed 10 cumulative days.
- A scholar may be given an excused absence when participating in a non-school sponsored event or activity at the discretion of the Head of School. The parent or guardian must provide documentation to the Office Manager of proof of participation in the activity. Documentation must be in writing at least 7 business days prior to the absence. Once documentation is received, parent or guardians will fill out a request for excused absence which shall include scholar full name, school ID, grade, dates of anticipated absence, reason for absence, signature of both scholar and parent. The Head of School or designee will approve the request and notify the parents in writing of their status of excused absence. To ensure all scholars are receiving the learning and support they need to be successful in life. The Head of School may cap the number of non-school related activities deemed as excused absences. The Head of School shall not excuse more than 10 absences annually for scholars participating in non-school related activities. Any absence not outlined above shall be considered unexcused absences.

UNEXCUSED ABSENCES

Any absence from school for reasons other than those listed above will be considered an unexcused absence. If a scholar has excessive unexcused absences s/he will be deemed as truant. Beacon College Prep will follow Tennessee State Law TCA 49-6-3007 when reporting truancy.

LATE ARRIVAL AND EARLY DISMISSAL

Parent/guardians planning to drop their scholar(s) off late or pick them up early must call the school in advance and provide a written note to the teacher explaining the need for late arrival or early dismissal. Beacon College Prep discourages late arrival or early dismissal under normal circumstances and strongly encourages families to schedule medical appointments for Wednesday afternoons whenever possible. The parent/guardian must sign out the scholar in the main office with the Office Manager before removing the scholar from the school. Per district policy, the school will document early dismissals or late arrivals as partial absences if the scholar is present for less than 3 ½ hours of instructional time on a given day.

MAKE-UP WORK

Any scholar who is absent may have opportunity to make up any missed school work. All scholars will be expected to make-up work to receive credit for missed classwork within 10 days of initial missed absence. Any missed work not made up during this time may negatively impact a scholar's class grade. Teachers will provide scholars with extra support on missed work during extracurricular time, recess, and choice time until work is made up. If absences exceed 10 days, the family must attend a meeting with the Head of School to determine a plan for make-up work and support for the scholar to be on track.

INCLEMENT WEATHER

Beacon College Prep follows Shelby County Schools for school closures, delays, and early dismissals due to inclement weather. Only in extraordinary circumstances would we depart from Shelby County Schools' decision to open (for example, if our building's power is out, but Shelby County Schools are open). We will announce any closure, delay, or early dismissal through automated phone calls and texts, social media, local television and radio stations, and our school website.

HEALTH

In the event a scholar becomes ill during school hours or is ill during the school day and not able to stay in class, the parent/guardian will be called to pick up the child for early dismissal. Therefore, accurate emergency contact information is needed on file for adequate communication. If a child needs to take any prescription medicine, the parent/guardian must obtain the appropriate documentation from the doctor giving school staff permission to administer it to your child. If at any time during the school year your child contracts one of the following infectious diseases, please seek medical attention and avoid bringing the child to school. The following diseases, but not limited to, apply: flu, chickenpox, conjunctivitis, strep throat, lice, stomach flu/virus, ringworm.

HOMEWORK

Homework is a vital component of our academic program. We will assign homework every night, including weekends. We believe it is vital for parents/guardians to review their child's homework each night. Homework includes 15 minutes of required reading every night, including weekends, holidays, and vacations. All scholars will be given a Beacon College Prep folder that includes work that needs to be completed as well as a nightly Reading Log. If homework is consistently late, missing, incomplete, or of poor quality, the parent or guardian will be notified.

ASSESSMENTS

In addition to traditional classroom assessment measures, we use a standard assessment system to determine scholars' reading levels. The STEP Assessment will be administered five or six times per year. This one-on-one reading assessment gives teachers and parents important information regarding reading fluency, phonics development, and comprehension. These results will determine the reading grade level that will be noted on report cards. Interim assessments in Math, Reading, and Writing will be administered 4 to 6 times per year. All scholars take the NWEA MAP test several times annually.

PROGRESS REPORTS, REPORT CARDS, AND SCHOOL-PARENT MEETINGS

Teachers and staff will use weekly character and bi-weekly academic progress reports to communicate scholars' academic and behavioral performance. Report cards must be signed and returned to school. Parent-teacher conferences will be held at the end of each quarter as noted on our annual calendar.

PROMOTION POLICY

Beacon College Prep's promotion policy is rooted in a balance of understanding that while scholars learn at different rates and may experience plateaus at different times as they grow, mastery of grade level academic standards is the best measure for promotion to the next grade level. It ensures that a scholar can be successful in the academic challenges of the next grade level. Grade-level promotion is determined based on attendance, scholar mastery of content as depicted in final grades, and final exam requirements. Below is a chart for grade promotion at Beacon College Prep. Additionally, we consider the whole child and may retain scholars who demonstrate significantly below grade level social development.

SPECIAL EDUCATION

Beacon College Prep believes in providing a Free and Appropriate Public Education ("FAPE") to all scholars. FAPE mandates that the school provides access to general education and specialized educational services. A scholar may receive special education services only through the proper evaluation and placement procedure. Parent/Guardian involvement in this procedure is required. A parent or guardian who believes his/her scholar may have a disability that interferes substantially with the scholar's ability to function properly in school should contact the Head of School.

SCHOOL CULTURE

The practices Beacon College Prep employs for scholar behavior will provide Tier I behavioral support for all scholars. Teachers will always follow these three steps when giving directions to scholars: (1) Clearly communicate the explicit directions they need the scholars to follow; (2) Positively narrate scholar behavior to support them in following directions; (3) Take corrective action with scholars still not following directions. This proactive approach will ensure that scholars receive the necessary information and support to be able to meet our behavioral expectations. We use a color system in grades K-2, seen below.

Color	Meaning
Blue	<ul style="list-style-type: none">I am a model for my community.
Green	<ul style="list-style-type: none">I am a positive and productive member of my community.
Yellow	<ul style="list-style-type: none">I am not contributing my best self to my community.
Orange	<ul style="list-style-type: none">I am making choices that negatively impact my community.
Red	<ul style="list-style-type: none">I need time to reflect on my actions and to form an apology for my community.

STUDENT CODE OF CONDUCT

The Beacon College Prep Code of Conduct outlines our tiers of infractions that violate our behavioral expectations and the corresponding consequences that result. Families will learn about the levels of infractions and consequences and Code of Conduct during our Family Orientation prior to the start of school. When scholars violate the Code of Conduct, they face a clear series of consequences with appropriately laddered steps of school responses. We have four tiers for infractions that scholars may commit in violation of our behavior system:

- Tier 0 – Behavior Addressed Through Teacher Management Strategies (Minor Infractions)
- Tier 1 – Core Value Violations (Moderate Infractions)
- Tier 2 – Conference Level Infractions/Repeated Tier 1- triggers informal review of RTI2 Behavior Framework Data Review
- Tier 3 – Severe Infraction

Tier 0 – Behavior Addressed through Teacher Management Strategies (Minor Infractions)	
Infractions	Consequences
Not actively participating in class Not following directions after teacher; intentional disruption of class; no exhibiting core value values; violations of school rules; out of seat without permission; tardy to class; out of uniform; not tracking the teacher; incomplete Lifework; talking out of turn.	For infractions of our classroom expectations, teachers enforce consistent classroom consequences and use consistent management techniques. These consequences are explained to families during Family Orientation Sessions, and include verbal or written warnings, a timeout, a seat change within the classroom, loss of Beacon Bucks, written notice home, or loss of privileges, including but not limited to scholars sitting silently or away from their peers during class or during snack time or lunch; participating in detention, either during or outside of school hours; and missing school events, trips, or activities.
Tier 1 – Core Value Violations (Moderate Infractions)	
Infractions	Consequences

<p>Disrespect of an adult, including rolling eyes, sucking teeth, or other such body language, defiance, or rudeness; Disrespect of a fellow scholar, such as name-calling, insulting, or excluding; Disrespect of the school, such as drawing on a table or book, taking school supplies without permission; Unsafe behaviors, such as hitting, kicking, biting, or throwing tantrums; Leaving class without permission; Use of inappropriate language; and disruption of class.</p>	<p>If a scholar commits a moderate infraction of our expectations and core values, a scholar will receive an immediate Core Value Violation. The process for disciplining Core Value Violations, which will be documented daily in Kickboard for parents to review scholar behavior.</p>
Tier 2 – Disciplinary Action/Serious Infractions or Repeated Tier 1 Violations (Trigger for RTI₂ Team to perform Informal Review of Previous Behavior Infractions)	
Infractions	Consequences
Gross disrespect of a fellow scholar, staff member, or school property; Using or possessing over-the-counter medication	If a scholar commits an infraction at this level, the scholar may receive an out-of-school suspension. Before the scholar may return to class, the family must meet with a designated member of the school staff.
Tier 3– Severe Infractions	
Infractions	Consequences
Assault against administrator, teacher, fellow scholar, or member of the school community; Repeated or excessive out-of-school suspensions; Repeated and fundamental disregard of school policies and procedures; Possession, use, or transfer of drugs and alcohol; Destruction or attempted destruction of school property including arson; possession of any weapon or prohibited dangerous object	We have zero tolerance for behavior that constitutes a danger to the physical well-being of scholars and/or staff. For severe infractions of this nature, scholars may be subject to suspension and/or expulsion by the Head of School as detailed in the response on suspension and expulsion above.

BUS CONDUCT

The following are expectations for the bus:

- Scholars must be seated in their assigned seat at all times.
- Scholars must be respectful.
- Scholars must keep their hands, feet, and all other objects inside the bus at all times.
- Scholars must follow the code of conduct as in the classroom. Bullying behavior will not be tolerated. Fighting, harassment and any other behavior creating an unsafe environment are forbidden.

UNIFORM POLICY

Beacon College Prep will require all scholars to be dressed in a full uniform each day of school. We believe that uniforms create a sense of unity, equality, and professionalism for our community. The Beacon College Prep uniform will always include required shirt, pants, belts, socks, and shoes.

Item	Requirement
Shirt/Outerwear	<ul style="list-style-type: none"> ● Navy polo shirt with Beacon College Prep logo ● Navy sweater (open or closed acceptable) with or without Beacon College Prep Logo. ● Outerwear with any other colors or hoods are prohibited. ● Other outerwear will be removed upon entrance.
Pants/Bottoms	<ul style="list-style-type: none"> ● Gray khaki pants ● Pants with belt loops must be worn with a belt (see below) ● No jeans, corduroy, or sweatpants ● Pants must not be too baggy or tight, of appropriate length, and be worn at natural waist. ● Blue jumper

Belt	<ul style="list-style-type: none"> Belts are required if pants have belt loops Belts must be solid blue or black
Shoes and Socks	<ul style="list-style-type: none"> Solid black, white, or blue socks – patterns and markings are not permitted. Sneakers or dress shoes that are black, white, blue, or gray. Shoes with bright colors, lights, wheels, or distractions to scholar learning will be prohibited.
Jewelry/Accessories	<ul style="list-style-type: none"> Any jewelry that produces noise or creates distractions to scholar learning will be prohibited. Hats, bandanas, and any other headgear will be prohibited unless worn for a religious purpose. Any other accessories that create a distraction to scholar learning will be prohibited.

In the event a child comes to school out of uniform, s/he will be given the missing article of clothing from the school's closet to borrow for the day before entering class. The family will be notified by phone and on the behavior log about the uniform violation.

SCHOOL SAFETY AND SECURITY

Beacon College Prep may take reasonable action against a scholar and/or parent/guardian for failure to follow school policies and procedures that may risk the safety and security of scholars, staff and school community, including dismissal from Beacon College Prep. Please refer to Code of Conduct.

VISITOR POLICY

To ensure scholar safety, all visitors must report to the main office upon entering the building and sign-in with the Receptionist. Visitors must wear a visitor badge on a school lanyard around their necks at all times. Any visitor, including a parent/guardian, who does not report to the office or is found in the building without authorization will be asked first to sign-in and second, if not compliant, to leave immediately.

Families and community members are welcome to tour the building and observe classes. All building tours must be scheduled with the Dean of Operations at least 48 hours in advance and must be accompanied by a staff member.

FAMILY COMMUNICATION

It is vitally important that Beacon College Prep have methods of contacting parents or other family members in case of emergency, illness, or behavior requiring immediate family contact. Parents should notify the office of moves, changes of home or emergency telephone numbers, address and/or places of employment as soon as possible. In case of an emergency, parents or guardians should contact the main office either by phone or in person. Under no circumstances should parents or guardians contact scholars in their classrooms or attempt to withdraw scholars from the building without notifying and receiving permission from the Head of School or Dean of Operations.

GRIEVANCE POLICY

Beacon College Prep's Board of Directors has the following Grievance Policy as a guide for parents and guardians to solve possible grievance issues in the most effective manner. This policy serves as a guideline, but the Beacon College Prep Board of Directors has the final decision in all matters that take place under the direction of its school. The following procedure will be followed whenever a parent/guardian has a grievance: (1) The parent/guardian is to set an appointment to meet with the teacher or staff member involved in the grievance. The teacher and/or the parent/guardian may request that the Head of School or his/her designee be present. (2) If the issue is not resolved, the parent/guardian may ask for a meeting with the Head of School. (3) If the issue remains

unresolved, the parent/guardian is requested to write a letter of grievance addressed to the Board of Directors of Beacon College Prep for a final decision. Board will review the complaint and issue a response within 30 days of hearing the complaint. If Board does not address the complaint to his or her satisfaction, individual may file a complaint for Shelby County Schools School Board. A parent/guardian may file a complaint with the Tennessee Department of Education at any time if he or she believes that the school has violated any federal or state law or regulation.

Attachment D: Student Enrollment Policy

Nondiscrimination Policy: In compliance with T.C.A § 49-13-107(b)(9) and our mission to educate all students, Beacon College Preparatory Charter School does not discriminate for enrollment into our school based on race, creed, color, gender, national origin, religion, ancestry, English proficiency, or need for special education services or disability of any kind.

Application Process: In accordance with T.C.A § 49-13-113(b)(1), we will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of our program, class, grade level or building. Any student residing in Shelby County is eligible for enrollment in our school.

We accept applications for enrollment online, mail, or in-person for submission. Beacon College Preparatory Charter School staff will gather basic information from the application forms into a secure applicant database, student information system, so that we may communicate with families about their status. We will maintain original applications until the following year's lottery in case students are later admitted. The application window will open the first business day of January, in 2020, January 1st, and will close the final business day of April, which in 2020 will be April 30th at 5:00pm. Any applications received after close of business on the final business day in April will be time stamped.

Admissions Preference: In compliance with T.C.A § 49-13-113(b)(2)(A), if applications exceed the planned capacity of Beacon College Preparatory Charter School, the following preferences shall apply:

1. Pupils attending public schools within the LEA in which Beacon College Preparatory Charter School is located, if those pupils would otherwise be included in area in which public charter school will focus;
2. Children residing within the LEA service area in which Beacon College Preparatory Charter School is located, but who are not enrolled in public schools, if those children would otherwise be included in the area in which the public charter school will focus; and
3. Children residing outside the LEA in which Beacon College Preparatory Charter School is located and whose needs would be included in the area in which the public charter school will focus.

In alignment with T.C.A § 49-13-113(c), Beacon College Preparatory Charter School preserves the right to reserve up to ten percent (10%) or twenty-four seats, whichever is less, for preference of enrollment of children of teachers, sponsors, or member of governing body of the charter school if it is based on parent choice and parent submits a timely application. In accordance with T.C.A § 49-13-113(d), Beacon College Preparatory Charter School will give preference to siblings of a student already enrolled in the school.

Enrollment Process: Once admitted to the school, all parents/guardians must complete and submit an enrollment packet that includes the following: Home language survey; Enrollment forms; Immunization records; Transportation needs and preferences; Medical history documents. Registration requirements: Two (2) proof of residence, TN Health Certificates must be filled out by medical providers for all Kindergarteners, seventh graders and any new students to Beacon College Preparatory Charter School. Physicals are required for all new students to Beacon College Preparatory Charter School. According to state law, students must be 5 years old on or before August 15, 2020 to enroll in kindergarten.

Lottery: In compliance with T.C.A § 49-13-113(b)(2)(B), if applications received for enrollment by the end of our application period whose qualifications meet the preferences stated above exceeds our planned capacity, we will conduct a lottery-hosted by third party. The lottery will occur within seven (7) days of the close of application period, on or before May 7, 2020, during which names will be randomly selected for each available seat. Within one week, on or before May 14, 2020, notifications will be sent about the lottery through email and U.S. mail. Parents do not have to attend the lottery to be offered a seat in our school; all families will be notified after the close of the lottery

Waitlist: A waitlist will be formed after available seats are filled during the lottery. During the lottery, once all available seats are filled, Beacon College Preparatory Charter School will continue drawing names of the remaining applicants and place them on the waitlist according to order of lottery. Families of children on the waitlist will be notified by mail of waitlist status at the same time as accepted students. Families will be notified of available seats as they may become available. Families selected from the waitlist will have two weeks from date of acceptance to accept seat by submitting all required enrollment paperwork. Beacon College Preparatory Charter School shall comply with the Family Education Rights and Privacy Act (20 U.S.C. §1232g) with respect to publication of any list of students' names before, during or after the enrollment and lottery process. Waitlist will be purged at the beginning of each new application period.

Admission: If number of applications do not meet or exceed the number of seats available by the close of application period, all applicants will be accepted into the school, and additional seats will be filled on a first-come, first-serve basis. Upon admission to the school, all families must complete an admissions packet that will include home language survey, enrollment forms, immunization records, transportation needs and preferences, and medical history documents. Admissions packets will be mailed within one week of accepting a seat at Beacon College Preparatory Charter School, and families will have one week to submit admissions packet for final admission. Families may extend completion of admissions packet and reserve seat, as needed, if they call school or submit a written letter of confirmation.

Attachment E: Letters of Support



March 27, 2019

Re: Commitment of Start-Up Funds to Beacon Collegiate Charter School

To Whom It May Concern:

We are pleased to inform you that the Walton Family Foundation, in partnership with Building Excellent Schools and the BES Fellowship, will make available \$325,000 of start-up funds for the planning year (fiscal year 2019-2020) of Beacon College Preparatory Charter School contingent upon its charter authorization. These funds will be characterized as a \$325,000 grant.

Sincerely,

A handwritten signature in black ink, appearing to read "Aasimah Navlakhi".

Aasimah Navlakhi
Chief Executive Officer



Office of Charter Schools
160 S. Hollywood St
Memphis, TN 38112

To Whom It May Concern:

The Board of Directors of Beacon College Preparatory Charter School recognizes that fundraising will require the efforts of the board and staff. Fundraising from the private sector, including foundations, corporations, and individuals, will require careful planning and regular board involvement. The Head of School will be responsible for much of the day to day effort to fundraise for the school, but our full board accepts the responsibility of helping the organization fundraise.

Each member of the founding Board of Directors will make a personally meaningful annual contribution to the school. We have set a goal of \$30,000 in the planning year (Y0) and Year 1, \$10,000 in Year 2 and 3, \$15,000 in Year 4, and \$30,000 in Year 5. We will work together, leveraging personal and professional networks, to raise these dedicated amounts in support of Beacon College Prep.

The Founding Board of Directors hereby memorializes its commitment to donate and raise the aforementioned amounts, as part of the annual development plan for Beacon College Prep.

Sincerely,

A handwritten signature in black ink that reads "Bailey Cato Czupryk". The signature is fluid and cursive, with "Bailey" and "Cato" stacked above "Czupryk".

Bailey Cato Czupryk
Proposed Beacon College Prep Board Chair



March 29, 2019

Shelby County Schools:

It is with enthusiasm that we support the charter application for Beacon College Preparatory Charter School and the thoughtful leadership of Joseph Bolduc, Lead Founder and proposed Head of School.

Building Excellent Schools is a highly selective, nationally recognized non-profit, whose flagship program, the Building Excellent Schools Fellowship, trains high-capacity individuals to design, found, lead, and sustain high-performing urban charter schools. Joseph, currently a Fellow with BES, is an ambitious, detail-oriented leader who brings experience in teaching, instructional planning, teacher development, and school leadership to this work. Joseph also brings the experience of a month-in-residence at Nashville Classical Charter School. He has used his time in the Fellowship to design Beacon College Prep through his study of best practices at high-performing schools and in alignment with the needs of the Raleigh community.

Joseph holds the bar of excellence high for himself as well as for the founding team and does not waver in his commitment to founding and leading a high-quality school in Memphis. His ability to manage multiple priorities and engage a variety of stakeholders as well as to plan in detail a school model that builds academic skill, fosters joy in learning, actively engages families in school life, and intentionally focuses on teacher development further evidences that he will be an effective school leader. Joseph is committed to being responsive to the community's needs and resolute in providing a high-quality education inspired by the school's mission and devoted to the success of its students.

We are honored to work with Joseph and have complete confidence that his school leadership and the well-researched and practice-proven components of the public charter school design for Beacon College Prep will lead to strong student achievement for students in Memphis.

It is without reservation that we support Beacon College Prep and Lead Founder, Joseph Bolduc.

A handwritten signature in black ink, appearing to read "Stephanie M. Patton".

Stephanie Patton
Director, The Fellowship
Building Excellent Schools
spatton@buildingexcellentschools.org



Communities In Schools

Memphis

www.cismemphis.org

1350 Concourse Ave.
Suite 434
Memphis, TN 38104
(901) 260-9648

March 26, 2018

Charter Authorizer Review Committee,

On behalf of Communities In Schools of Memphis, I am pleased to offer this letter of support for Beacon College Prep to open in the Raleigh neighborhood in the Summer of 2020. I have had the opportunity to speak to Mr. Bolduc and learn more about the mission and vision for the school, as well as his experience as a school leader and I believe that Beacon College Prep will fill a void for students and families in this community.

The mission of Communities In Schools of Memphis is to ***surround students with a community of support, empowering them to stay in school and achieve in life.*** We fulfill our mission by partnering with mission aligned schools that recognize the need for integrating student support services into the “fabric” of the school ensuring the non-academic barriers that impact student achievement are addressed in a coordinated way. We are excited about Beacon College Prep becoming a part of the Raleigh community.

After conversations with Mr. Bolduc, it is clear that Beacon College Prep is founded as a school with the **community** at its center. Communities In Schools of Memphis believes in the power of collective impact in creating a cradle to career continuum that ensures that our students are graduating from high school ready for college and or career. Beacon College Prep is aligned in that idea. We look forward to being a partner with this school – connecting students and families to community resources. We hope that the authorizing committee will recommend Beacon College Prep to open in the 2020 school year.

Sincerely,

A handwritten signature in black ink that reads "Sonji Branch".

Sonji Branch
CEO
Communities In Schools of Memphis



Raleigh Community Development Corporation

March 21, 2018

To Charter Authorizer Review Committee,

My name is Rhonda Logan, Executive Director of the Raleigh CDC. On multiple occasions I have had the opportunity to speak to Mr. Bolduc and learn more about the mission and vision for the school, as well as his experience as a school leader. I am writing this letter to offer my support for Beacon College Prep to open in the Raleigh neighborhood in the summer of 2020.

It is the mission of the Raleigh CDC is to provide help to citizens in overcoming poverty, while building and maintaining a strong, vibrant and healthy community. We focus on small business creation and development, job growth and support, increasing opportunities for home ownership, and connect citizens with community resources. We are excited about Beacon College Prep becoming a part of the Raleigh community.

After conversations with Mr. Bolduc, it is clear that Beacon College Prep is founded as a school with the community at its center. They strive to prepare students to be academically successful, while also becoming leaders in their communities. In Raleigh, we expect high quality schools for our families and students. Through his training as a Building Excellent Schools Fellow, teaching and leadership experience in Camden, NJ and SE Washington, DC, and commitment to this neighborhood we believe that Mr. Bolduc can make Beacon College Prep a quality option for the families of Raleigh.

The Raleigh CDC believes in the power of collaboration to create positive change. Beacon College Prep is aligned in that idea. We hope that the authorizing committee will recommend Beacon College Prep to open for our community for the 2020 school year.

Sincerely,

Rhonda Logan

Rhonda Logan, Executive Director

Raleigh CDC

rlogan@raleighcdc.org



March 18, 2019

To Whom it May Concern,

My name is Courtney Shaw and I am the Children's Librarian at the Raleigh Branch Library. I am writing this letter in support of Beacon College Prep. The Raleigh Library knows the value of an excellent education, and we support Beacon College Prep in providing that to our community.

The Memphis Public Libraries' mission is satisfying the customer's need to know. In addition, we offer extensive community-oriented and government access programming to our community. Here at Raleigh, we are familiar with Beacon through Mr. Joe Bolduc. The Raleigh Library makes an effort to be a central part of the Raleigh community. We host a number of events and programs for Raleigh's children and adults. We support Beacon College Prep as they become part of the community as well. The Raleigh Library has hosted Joe Bolduc and Beacon College Prep regularly as they have informed and engaged with families about the mission and vision of the school. We are excited to continue to host Beacon College Prep information and recruitment tables, and deepening the partnership as the school is founded.

We believe that a college preparatory Kindergarten through fifth grade charter school for the families of Raleigh is a necessary and valued addition to the community. We look forward to continuing and deepening our partnership with Beacon College Prep.

If you have any further questions, please feel free to contact me at 901-415-2778 or courtney.shaw@memphistn.gov.

Sincerely,

Courtney Shaw
Children's Librarian, Memphis Public Libraries

March 21, 2018

To Charter Authorizer Review Committee,

I am Leon Jones Jr., Pastor of The Dwelling Place Christian Church, located in the heart of the Raleigh community. The Dwelling Place is a community focused church with the motto: "A church where the gospel is shared, Saints are prepared, and the broken are repaired!" I have had the pleasure of meeting with Mr. Joe Bolduc - Lead Founder in both February and March to discuss the mission and vision of Beacon College Prep and how we may be able to work together to positively impact the Raleigh community.

We believe in the positive change that is coming to our community, and we believe that Beacon College Prep will be a part of that change. The Dwelling Place plans to continue our focus on the community, the children and youth. By committing to engage in a potential lease, pending approval and facility needs, with Beacon College Prep, we would be committing ourselves to be an anchor in this community by supporting families and students of this community both spiritually and academically.

Our facility meets the start-up capacity needs for Beacon College Prep. I am willing and open to continue discussion about conducting a facility needs assessment of our space to ensure that Beacon College Prep is ready to welcome scholars in 2020. We are excited to be considered a facilities options for a school seeking to provide a high-quality option that the Raleigh community needs.

Our facility includes approximately 50,000 square feet of usable space¹, 10 total classrooms with the ability add more, 1 cafeteria, 1 kitchen and 1 gymnasium.

The Dwelling place offers this letter of commitment to Beacon College Prep. We are eager and excited to continue to work with Mr. Bolduc and the Beacon College Prep team. We pray this future charter school will become a quality elementary school option this community needs and deserves. We hope by connecting with Beacon College Prep we would be providing a space for children, youth and their families to engage in positive educational experiences.

Sincerely,

Leon Jones,
Pastor, The Dwelling Place

¹ Official measurements to be conducted before signing of lease.



To Whom It May Concern,

I am writing this letter in support of Beacon College Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Raleigh Community of Memphis, TN. I am currently the Chief Academic Officer at Freedom Preparatory Academy Charter Schools, where I began my teaching career as a 6th grade social studies teacher when Freedom Prep Middle School was founded by Roblin Webb in 2009. Through my time at Freedom Prep I have served as a teacher, high school head of school, and network leader responsible for the academic growth and achievement of our students. Through my experience as a teacher and leader at Freedom Prep, I acutely understand the opportunity to build and sustain high-quality schools in Memphis, ensuring that families have choice when determining what school their child will attend. From my experience working with high-performing leaders at Freedom Prep and Building Excellent Schools, I have confidence that Joe Bolduc has what it takes to plan for the founding and operation of Beacon College Prep and that Joe will put in the hard work to not only create but sustain a strong elementary school for the Raleigh neighborhood. Joe has visited Freedom Prep multiple times throughout the past school year to understand our school model and design Beacon College Prep, and he has brought urgency and attention-to-detail to all of our many conversations over the past year.

I am happy to extend my support and recommendation for Beacon College Prep. It is my hope that Beacon College Prep will be open to families in fall of 2020.

Sincerely,

A handwritten signature in black ink, appearing to read "Lars Nelson".

Lars Nelson

Chief Academic Officer

Freedom Prep Charter Schools



March 28, 2019

Dear Office of Charter Schools,

I am writing to express our school's support of the application for charter submitted by Beacon College Prep, and the work that Lead Founder Joe Balduc has performed to prepare himself to lead what should be an excellent elementary school. I first met Joe in 2017 as he was making the consideration of moving to Memphis to do this work, and I was impressed by the clarity of his thought process and how well-informed it was from his previous experience. I have had a chance to meet many of the prospective BES charter school leaders across the country since starting Memphis Rise Academy, but Joe stands out as someone who has the affect, sensibility and skill set that, to me, are important in finding a relentless and sustainable school leader.

Beacon College Prep's desire to locate here in Raleigh is an extremely exciting proposition. We know that the families of Raleigh are looking for a K-5 option; they come through our doors almost daily asking for recommendations of schools to which that they can send their younger children. Beacon will be an outstanding option for a high-need community that deserves to have access to type of school choice portfolio enjoyed by other communities in our city, and we stand ready to fully support their founding work to ensure that they can hear from our perspective and connect with our community networks. We also may be able to greatly assist Beacon College Prep with their pursuit of a facility, as we plan to exit our middle school modular in summer 2020 which, if authorized, would line up with Beacon's founding year. Should their founding team be interested in our middle school facilities, we would be happy to facilitate a transfer of our leaseholds on these modular to Beacon College Prep, also allowing us to establish an extremely close partnership through proximity.

Should Beacon College Prep clear the hurdle of authorization, I firmly believe Joe and his founding team are more than ready to take their vision the rest of the way and, assuredly, build a school that the families of Raleigh can be proud of. We hope to see their efforts come to fruition, and we hope to be able to support their school's future however we can.

Best of luck in your considerations,

A handwritten signature in black ink, appearing to read "Jack Vuylsteke".

Jack Vuylsteke
Founder and Executive Director, Memphis Rise Academy Charter School



March 15th, 2019

Charles Friedman
Head of School
Nashville Classical Charter School
1310 Ordway Place
Nashville, TN 37206

Dear Shelby County Authorizing Committee,

My name is Charlie Friedman. I was a 2011 Building Excellent Schools Fellow and in 2013 I opened Nashville Classical Charter School. Our school was unanimously approved by the Davidson County Board of Education in May 203. Today, we enroll 389 scholars in grades K-5. According to our most recent standardized tests, our students outscore both our local district and state averages in reading and math. Last year, 100% of our third graders scored approach, on track, or above standards in math.

I opened our school because I believe that all children deserve the opportunity to achieve academic success and personal excellence. I believe Joe Bolduc and the founding board of Beacon College Prep share this belief and have the capacity to match and exceed our school's accomplishments.

Joe Bolduc, the proposed school leader, brings with him extensive educational experience and leadership necessary for the successful implementation of a charter school, having experience as a teacher and leader, having most recently worked part of Democracy Prep, one of the most highly regarded CMOs in our nation.

Likewise, Mr. Bolduc has adopted a school model that is proven to succeed. For example, his school features 240 minutes of literacy instruction daily in K-2, two teachers per classroom in K-2 and all literacy classes K-5, blended learning time in literacy and math, and 40 minutes of RTI built into the daily schedule to name a few. Similar instructional models have proven successful in our school. Additionally, we have and will continue to support Beacon College Prep in their curricular and operational development.

From what I understand, his community needs this model and this school.

I know this school will achieve great things and be a model for your community and our nation. I ask that this committee authorize Beacon College Prep for the students and families of Raleigh.

Sincerely,

A handwritten signature in black ink that reads "Ch M. Friedman". The signature is fluid and cursive, with "Ch" and "M." being the initials and "Friedman" being the last name.

Founder and Head of School, Nashville Classical Charter School



1350 Concourse Ave. Suite 463
Memphis, TN 38104

3/14/19

To: Charter Authorizer Review Committee

I am writing this letter in support of Beacon College Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Raleigh Community of Memphis, TN.

I want to express my support for this proposed charter school. Students in Memphis deserve the best in passion, supports, instruction, background, and assistance. Building Excellent Schools and its Founder Joseph Bolduc embody the best of those characteristics. With the support of Shelby County Schools, I firmly believe that Beacon College Prep will advance the education of every Raleigh student that enters its doors.

Through his previous educational leadership experiences and his BES residency year, Mr. Bolduc has the perfect mix of training to understand the challenges and best practices of founding a school. Mr. Bolduc has invested in a high-quality Board and has been intentional about prioritizing his school around the needs of Raleigh's Residents.

I believe Raleigh needs another high-quality option for its residents and that Mr. Bolduc and his team at Beacon College Prep will provide just that: a high-quality wholistic care educational option for the children of Raleigh. For these reasons, I am happy to extend my support and recommendation for Beacon College Prep. It is my hope that Beacon College Prep will be open to families in the fall of 2020. I urge you to add Beacon College Prep as a Shelby County School and am available to speak further on the talents and investments of Mr. Bolduc and the future greatness of Beacon College Prep at any time.

Sincerely,

Luke J. Pruett
Recruiting Director, City Leadership
Memphis TN

luke@cityleadership.org // 901.607.1828

March 28, 2019

To Whom It May Concern,

I am writing this letter in support of **Beacon College Prep**, a proposed K-5 high-quality, college preparatory charter school for the families in the Raleigh Community of Memphis, TN.

As a former Memphis City Schools district staff member, I've seen firsthand that students in the Raleigh community would benefit from another excellent elementary school option – and I've also seen that the Beacon College Prep founding team and board has a strong vision for a high-quality student experience in Raleigh.

I am happy to extend my support and recommendation for **Beacon College Prep**. It is my hope that **Beacon College Prep** will be open to families in fall of 2020. Please let me know if you need additional information. I can be reached at tequilla.brownie@tntp.org or 870-225-9255.

Sincerely,

A handwritten signature in black ink, appearing to read "Tequila Brownie".

Tequila Brownie, Ed.D.
Executive Vice President
TNTP

(870) 225-9255 | tequilla.brownie@tntp.org | tntp.org

What can 4,000 students teach us about school? Read [*The Opportunity Myth*](#).

[facebook](#) • [linkedin](#) • [twitter](#) • [blog](#)

March 28, 2018

To Whom It May Concern,

The mission of Let's Innovate through Education (LITE) is to equip African-American and Latinx students in the city of Memphis with 21st-century skills to create wealth in their communities long-term. Through our 8-year pipeline of support for African-American and Latinx individuals around the city, we help students develop skills that aid them in building generational wealth.

I've had the privilege of connecting with Lead Founder Joe Bolduc and hearing more about the mission and vision of Beacon College Prep. In him, I see the same passion that exists within our organization to equip existing assets within communities to thrive. Too often, we see organizations and individuals not native to the communities they seek to impact enter a community offering solutions that are not tailored to those they seek to serve. Joe has a vision for a community-based model that empowers and equips. Moreover, he possesses the experience, expertise, and vision to execute effectively for young students in Memphis. Joe has been a high-performing educator in varying school settings serving under-resourced youth. It's clear these eclectic experiences have informed his vision for a high-performing school in Raleigh and provided him the necessary skillset to execute on that vision.

Beacon College Prep's goal to create a school that prepares all students with necessary academic skills to be successful in life through the community focused lens is encouraging.

I believe Beacon College Prep's approach to building community within the school and with the neighborhood will help to provide a different elementary school experience for Raleigh's students that makes mastery of content a joy rather than a burden.

I look forward to continuing to build a relationship with Joe Bolduc and Beacon College Prep, and write this letter in support of their authorization.

Sincerely,

Sam Hasty

Director of Finance
Let's Innovate Through Technology



17 WEST PONTOTOC AVENUE, SUITE 200 MEMPHIS, TENNESSEE 38108
901.685.3400 FAX 901.683.7478

March 23, 2019

Shelby County Schools
Charter Authorizer Review Committee

Dear Charter Authorizer Review Committee,

On behalf of the Hyde Family Foundation, I am writing in support of Beacon College Prep's Charter Application.

Since 2002, the Hyde Family Foundation has granted more than \$80 million to nonprofit organizations in an effort to improve educational opportunities for all children in Memphis. Happily, the immense work in our city has also attracted the attention and support of countless others. The Hyde Family Foundation eagerly seeks to continue, as well as accelerate, the high-impact work that is underway in our city.

Through interactions with Founder, Joe Bolduc, we are confident that Beacon College Prep will provide students in Memphis with a high-quality school option. Mr. Bolduc is currently a fellow with Building Excellent Schools (BES), where he has the opportunity to study the highest performing charter schools in the nation and access national best practices. BES will offer Mr. Bolduc ongoing support during the first two years of operation in order to ensure its success. We are strong supporters of BES and we believe it is an outstanding program for recruiting top candidates who go on to lead top performing schools. BES Fellows have founded some of Memphis' highest-performing charter schools and CMOs, including Freedom Preparatory Academy and Memphis RISE Academy. We have found that all charter schools in Memphis started by BES fellows have been high quality schools committed to high achievement, continuous improvement, and strong cultures of excellence.

Beacon College Prep's presence is critically needed in the city of Memphis, and we support its application to the Charter Authorizer Review Committee. Please do not hesitate to contact us at (901) 685-3400 with any questions you might have.

Sincerely,

Holly Coleman,
Program Director for Education
Hyde Family Foundation



March 22, 2019

Shelby County Schools Authorizing Committee
160 S. Hollywood St.
Memphis, TN 38112

To Whom It May Concern,

Agape North is a philanthropic company that exists to bring the local Memphis organizations into our partner schools, with the hopes of forging a long-term relationship between partner and school. We do this by selling custom apparel to our partner organizations, with a give back built in. Each purchase an organization makes is an opportunity to give custom-made school paraphernalia to a local Memphis school. We hope our business model is a way for organizations to get high quality apparel products that already need and give back to students locally at the same time.

I am writing this letter in full support of Beacon College Prep, a proposed K-5 high-quality, college preparatory charter school for the families in the Raleigh Community of Memphis, TN. We are always in support of adding more institutions who aspire to provide a quality, rigorous educational experience for our youth in Memphis, TN: preparing them for their next steps in life. We are committed to working together, in partnership with Beacon College Prep.

Beacon College Prep would come from a school network where educational excellence is priority. Building Better Schools (BES) is a national network of schools who has produced local schools who we currently have a relationship with and have been impressed with the school culture and results of those schools. These schools are thriving educational communities where children are valued and prepared for life long success. With BES' history of producing such schools, we highly recommend Beacon College Prep's approval.

Sincerely,

Jason Baker

Director of School Relations

Agape North

901.438.8781



Business and Development Specialists
for Charter Schools

March 6, 2019

Shelby County Schools
Office of Charter Schools
160 S. Hollywood St.
Memphis, TN 38126

To Whom It May Concern,

As a Client Manager at Edtec, I am pleased to provide this letter of support of the launch of Beacon College Prep in Shelby County School District. Edtec provided charter application budget development services to the team at Beacon College Prep. Edtec is a social venture founded in 2001 to develop, support, and advance quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities and student information, we have helped support over 400 charter schools, CMOs, and charter support organizations across 11 states.

In collaboration with Joseph Bolduc, the lead petitioner, our team built the budget and cash flow projections based on conservative estimates of the actual costs to implement Beacon College Prep's program as described in the charter application. Assumptions driving our analysis are based on:

- Historical financial and demographic data from similar charter schools throughout Memphis and Shelby County Schools
- Projections from reliable sources, such as committed funders to the organization
- Current rates from Shelby County Schools and the Tennessee Department of Education

School leadership estimated expenses based on research and statewide proprietary data on charter school expenditures. Expense assumptions increase in the multi-year projections to account for inflation, in addition to being increased for additional enrollment and staffing growth until full capacity.

As a back-office provider serving Tennessee charter schools since 2012, we feel confident in the numbers and underlying assumptions presented with Beacon College Prep. In our experience serving 15+ Tennessee charter schools, we have seen many schools successfully operate with similar plans. We are proud to support Beacon College Prep and eagerly await the approval of their charter application upon review.

Should you have any questions or need for clarification, please contact me at nida@edtec.com

Thank you,

Nida Rab
Client Manager

Attachment F1: Articles of Incorporation



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102

Beacon College Preparatory, Inc.
JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427

November 19, 2018

Filing Acknowledgment

Please review the filing information below and notify our office immediately of any discrepancies.

SOS Control #:	000995815	Formation Locale:	TENNESSEE
Filing Type:	Nonprofit Corporation - Domestic	Date Formed:	11/19/2018
Filing Date:	11/19/2018 9:38 AM	Fiscal Year Close:	6
Status:	Active	Annual Report Due:	10/01/2019
Duration Term:	Perpetual	Image #:	B0613-8988
Business Type:	School Organization - Exempt		
Public/Mutual Benefit:	Public		
Business County:	SHELBY COUNTY		

Document Receipt

Receipt #: 004380820

Filing Fee: \$0.00

Registered Agent Address:

JOSEPH BOLDUC
JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427

Principal Address:

JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427

Congratulations on the successful filing of your Charter for Beacon College Preparatory, Inc. in the State of Tennessee which is effective on the date shown above. You must also file this document in the office of the Register of Deeds in the county where the entity has its principal office if such principal office is in Tennessee. Please visit the Tennessee Department of Revenue website (apps.tn.gov/bizreg) to determine your online tax registration requirements. If you need to obtain a Certificate of Existence for this entity, you can request, pay for, and receive it from our website.

You must file an Annual Report with this office on or before the Annual Report Due Date noted above and maintain a Registered Office and Registered Agent. Failure to do so will subject the business to Administrative Dissolution/Revocation.

Processed By: Jeff Cook

Tre Hargett
Secretary of State

Phone (615) 741-2286 * Fax (615) 741-7310 * Website: <http://tnbear.tn.gov/>

000995266

**CHARTER
NONPROFIT CORPORATION**

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only

Control # 000995266

FILED

Amount Due: \$0.00

Please file before 12/15/2018

The undersigned, acting as incorporator(s) of a nonprofit corporation under the provisions of the Tennessee Nonprofit Corporation Act, adopt the following Articles of Incorporation.

1. The name of the corporation is: Beacon College Preparatory, Inc.

2. Name Consent: (Written Consent for Use of Indistinguishable Name)

This entity name already exists in Tennessee and has received name consent from the existing entity.

3. This company has the additional designation of: School Organization - Exempt

4. The name and complete address of its initial registered agent and office located in the State of Tennessee is:

JOSEPH BOLDUC
JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427
SHELBY COUNTY

5. Fiscal Year Close Month: June Period of Duration: Perpetual

6. If the document is not to be effective upon filing by the Secretary of State, the delayed effective date and time is:

Nov 16, 2018 12:00AM (Not to exceed 90 days)

7. The corporation is not for profit.

8. Please complete all of the following sentences by checking one of the two boxes in each sentence:

This corporation is a public benefit corporation / mutual benefit corporation.

This corporation is a religious corporation / not a religious corporation.

This corporation will have members / not have members.

9. The complete address of its principal office is:

JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427
SHELBY COUNTY

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

NONPROFIT CORPORATION

SS-4418



Tre Hargett
Secretary of State

Division of Business Services
Department of State
State of Tennessee
312 Rosa L. Parks AVE, 6th FL
Nashville, TN 37243-1102
(615) 741-2286

For Office Use Only

Control # 000995266

Amount Due: \$0.00
Please file before 12/15/2018

The name of the corporation is: Beacon College Preparatory, Inc.

10. The complete mailing address of the entity (if different from the principal office) is:

JOSEPH BOLDUC
APT 2
195 BUENA VISTA PL
MEMPHIS, TN 38112-5427

11. List the name and complete address of each incorporator:

Title	Name	Business Address	City, State, Zip
Incorporator	Joseph Bolduc	195 BUENA VISTA PL APT 2	MEMPHIS, TN 38112-5427

12. School Organization: (required if the additional designation of "School Organization - Exempt" is entered in section 3.)

- I certify that pursuant to T.C.A. §49-2-611, this nonprofit corporation is exempt from the \$100 filing fee required by T.C.A. §48-51-303(a)(1).
- This nonprofit corporation is a "school support organization" as defined in T.C.A. §49-2-603(4)(A).
- This nonprofit corporation is an educational institution as defined in T.C.A. §48-101-502(b).

13. Insert here the provisions regarding the distribution of assets upon dissolution:

In the event of dissolution of the Corporation, all assets will be distributed to another nonprofit organization with a similar purpose.

14. Other Provisions:

(Note: Pursuant to T.C.A. §10-7-503 all information on this form is public record.)

Electronic Signature	Incorporator Title/Signer's Capacity
Joseph Bolduc Printed Name	Nov 15, 2018 10:54AM Date

39 11/19/2018 9:38 AM Received by Tennessee Secretary of State Tre Ha

Attachment F2: Proof of Nonprofit and Tax Exempt Status

 IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 02-18-2019

Employer Identification Number:
83-3606776

Form: SS-4

Number of this notice: CP 575 E

BEACON COLLEGE PREPARATORY INC
% JOSEPH BOLDUC
195 BUENA VISTA PL APT 2
MEMPHIS, TN 38112

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-3606776. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

- Do not enter social security numbers on this form as it may be made public.
- Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)	2 c/o Name (if applicable)	
Beacon College Preparatory, Inc.		
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)
195 Buena Vista Place	Apt 2	83-3606776
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)
Memphis, TN, 38112		06
6 Primary contact (officer, director, trustee, or authorized representative) a Name: Joseph Bolduc	b Phone: 901-653-0965 c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		
9a Organization's website: N/A		
b Organization's email: (optional) N/A		
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) 11 / 19 / 2018		
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		

For Paperwork Reduction Act Notice, see instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2017)

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt.

See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. Yes No
- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. Yes No
- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. Yes No
- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. Yes No
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. Yes No
- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. Yes No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.

Location of Purpose Clause (Page, Article, and Paragraph): [Sections 3, 8, and 12 of Charter](#)

- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
 - b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. [Article 13 of Charter](#)
 - c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past*, *present*, and *planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Bailey Cato	Founding Board Member		None
Aubrey Nelson	Founding Board Member		None
Christopher Peck	Founding Board Member		None
Patrice Pritchett	Founding Board Member		None

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Joseph Bolduc	Founding Head of School	195 Buena Vista Place, Apt 2 Memphis, TN 38112	\$79,128
To be hired in 2020	Dean of Operations		\$60,000
To be hired in 2020	Special Education Teacher		\$50,000

- c List the names, names of businesses, and mailing addresses of your five highest compensated **independent contractors** that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees **related** to each other through **family or business** Yes No **relationships?** If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees.
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship.
- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.
- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control?** If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement.
- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.
- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? Yes No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- e Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- f Do you or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. Yes No
- b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
- Note:** A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
- b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. Yes No
-
- 7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. Yes No
- b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. Yes No
-
- 8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. Yes No
- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** Describe any written or oral arrangements you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f** Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. See instructions.

- 1a** In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," Yes No describe each program that provides goods, services, or funds to individuals.
- b** In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If Yes No "Yes," describe each program that provides goods, services, or funds to organizations.
- 2** Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.
- 3** Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

- 1** Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.
- 2** Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E.

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. See instructions.

- 1** Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a** Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a.
- b** Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.
- 3a** Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data.
- b** Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements.
- c** List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. Yes No

- | | |
|---|---|
| <input checked="" type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input checked="" type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input checked="" type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. Yes No
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. Yes No
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. Yes No

- 5** Are you **affiliated** with a governmental unit? If "Yes," explain. Yes No

- 6a** Do you or will you engage in **economic development**? If "Yes," describe your program. Yes No

- b** Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

- 7a** Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. Yes No

- b** Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. Yes No

- c** If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

- 8** Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. Yes No

- 9a** Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10.

- b** Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).

- c** Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k).

- d** Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). Yes No

- 10** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. Yes No

12a Do you or will you operate in a **foreign country or countries**? If "Yes," answer lines 12b through 12d. If "No," go to line 13a.

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a.

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. Yes No

d Identify each recipient organization and any **relationship** between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following.

(i) Do you require an application form? If "Yes," attach a copy of the form. Yes No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. Yes No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15.

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. Yes No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. Yes No

Part VIII Your Specific Activities (Continued)

- 15** Do you have a **close connection** with any organizations? If "Yes," explain. Yes No
- 16** Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain. Yes No
- 17** Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain. Yes No
- 18** Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain. Yes No
- 19** Do you or will you operate a **school**? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. Yes No
- 20** Is your main function to provide **hospital or medical care**? If "Yes," complete Schedule C. Yes No
- 21** Do you or will you provide **low-income housing** or housing for the **elderly or handicapped**? If "Yes," complete Schedule F. Yes No
- 22** Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. Yes No

Note: **Private foundations** may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
			(a) From 11/19/2018 To 6/30/2019	(b) From 7/1/2019 To 6/30/2020	(c) From 7/1/2020 To 6/30/2021	(d) From _____ To _____	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	0		250,000	355,000		
	2 Membership fees received	0					
	3 Gross investment income						
	4 Net unrelated business income	0					
	5 Taxes levied for your benefit	0					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	0					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0			1,118,760		
	8 Total of lines 1 through 7	0	250,000	1,473,760			
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	0					
	10 Total of lines 8 and 9	0	250,000	1,473,760			
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0					
	12 Unusual grants	0					
	13 Total Revenue Add lines 10 through 12	0	250,000	1,473,760			
Expenses	14 Fundraising expenses	0					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0					
	16 Disbursements to or for the benefit of members (attach an itemized list)	0					
	17 Compensation of officers, directors, and trustees	0	79,167	205,000			
	18 Other salaries and wages	0	30,000	368,000			
	19 Interest expense	0					
	20 Occupancy (rent, utilities, etc.)	0	25,500	129,600			
	21 Depreciation and depletion	0					
	22 Professional fees	0	2,990	60,500			
	23 Any expense not otherwise classified, such as program services (attach itemized list)	0	121,493	531,595			
	24 Total Expenses Add lines 14 through 23	0	259,150	1,294,695			

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 2018 (Whole dollars)
Assets		
1	Cash	1 0
2	Accounts receivable, net	2 0
3	Inventories	3 0
4	Bonds and notes receivable (attach an itemized list)	4 0
5	Corporate stocks (attach an itemized list)	5 0
6	Loans receivable (attach an itemized list)	6 0
7	Other investments (attach an itemized list)	7 0
8	Depreciable and depletable assets (attach an itemized list)	8 0
9	Land	9 0
10	Other assets (attach an itemized list)	10 0
11	Total Assets (add lines 1 through 10)	11 0
Liabilities		
12	Accounts payable	12 0
13	Contributions, gifts, grants, etc. payable	13 0
14	Mortgages and notes payable (attach an itemized list)	14 0
15	Other liabilities (attach an itemized list)	15 0
16	Total Liabilities (add lines 12 through 15)	16 0
Fund Balances or Net Assets		
17	Total fund balances or net assets	17 0
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18 0
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. See instructions.

- 1a** Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you Yes No are unsure, see the instructions.
- b** As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.
- 2** Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.
- 3** Have you existed for one or more years? If "Yes," attach financial information showing that you are a Yes No private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.
- 4** Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?
- 5** If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
- The organization is not a private foundation because it is:
- a** 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
 - b** 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B.
 - c** 509(a)(1) and 170(b)(1)(A)(iii)—a **hospital**, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
 - d** 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4) – an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.
-
- 6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.
- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____
- (ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person**. If the answer is "None," state this.
- (ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.
- 7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. Yes No

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: _____

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here

(Signature of Officer, Director, Trustee, or other authorized official)

Joseph Bolduc

(Type or print name of signer)

Lead Founder, Proposed Head of School

(Type or print title or authority of signer)

03/03/2019

(Date)

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. Yes No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. Yes No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. Yes No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. Yes No

Note: Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. Yes No

Note: Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**

Information required by Revenue Procedure 75-50.

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Pub. 557. Yes No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? Yes No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ►
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? See the instructions for specific requirements. If "No," explain. Yes No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

Schedule B. Schools, Colleges, and Universities (Continued)

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.
- b** Do any of these individuals or organizations have an objective to maintain segregated public or private Yes No school education? If "Yes," explain.
- 8** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure Yes No 75-50? If "No," explain. See instructions.

Attachment F3: Bylaws Beacon College Preparatory, Inc.

ARTICLE I.

Name, Office, Purpose and Objectives.

Section 1.1 Name. The name of the organization will be Beacon College Preparatory, Inc. (hereinafter "Beacon College Prep" or the "School").

Section 1.2 Principal Office. The initial principal office of Beacon College Prep will be located at 2361 Eastwood Ave., Memphis, TN 38112.

Section 1.3 Registered Office. The initial registered office of Beacon College Prep shall be 2361 Eastwood Ave., Memphis, TN 38112. Beacon College Prep may also have offices at such other places as its Board of Directors (the "Board") shall determine the business of Beacon College Prep requires; provided, however, that the registered office shall be registered with the Secretary of State of Tennessee and the agent so registered shall be located at the same address, or as otherwise provided by the Board.

Section 1.4 Purpose. The purpose for which Beacon College Prep is organized is to establish and run a Charter School (the "School") in Memphis, Tennessee, pursuant to the Tennessee Public Charter Schools Act of 2002, as amended, supplemented or replaced, ("The Charter Schools Act"), under its Charter Agreement with Shelby County Schools and Shelby County, Tennessee (the "Charter Agreement"), with a stated mission of preparing all kindergarten through fifth grade scholars to succeed in college and contribute positively to their communities, within an academically rigorous, purposefully structured, and joyful community.

Section 1.5 Dissolution. If, for any reason, Beacon College Prep should dissolve, organization assets shall be distributed for one or more exempt purposes within the meaning of § 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE II.

Board of Directors.

The Board of Directors shall have all powers and duties for the conduct of the activities of Beacon College Prep. Beacon College Prep shall not have members. While persons who associate with, or attend programs of, participate in, contribute to, or benefit from Beacon College Prep may be referred to as "members," no rights, voting or otherwise, will inure to any such persons.

Section 2.1 General Powers. The Board shall have the power to govern the business, affairs, and property of Beacon College Prep in accordance with the applicable laws and regulations of the state of Tennessee and any limitations in the Articles of Incorporation or these Bylaws. The Head of School will be an advisory, non-voting member of the Board (*ex officio*). As required by law (currently, TCA § 49-13-104), the Board shall contain at least one (1) parent representative whose child is currently enrolled in the School. The parent representative shall be appointed by the Board within six (6) months of the School's opening date.

Section 2.2 Number. The Board shall consist of at least seven (7) Directors and no more than fifteen (15) Directors. All Directors will have identical rights and responsibilities.

Section 2.3 Qualifications. Directors will be selected who have the qualifications and diversity of expertise to fulfill Beacon College Prep's mission and objectives.

Section 2.4 Compensation. Directors shall serve without compensation.

Section 2.5 Selection. The Governance Committee (defined at 6.2) shall present a slate of potential Directors and Officers for election by the Board. Board shall approve a process for nominating Directors to the Board through the Governance Committee. There will be a meeting annually dedicated to the election of nominated Directors.

Section 2.6 Tenure. Directors shall serve staggered terms to balance continuity with new perspectives. Directors shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three (3) year term shall be considered to have been served upon the passage of three (3) annual meetings following elections. After election, the term of a Director may not be reduced, except for cause as specified in these Bylaws. No Director shall serve more than three (3) consecutive terms.

Section 2.7 Vacancy. Any vacancy occurring in the Board of Directors and any position to be filled by reason of an increase in the number of Directors may be filled, upon recommendation of a qualified candidate by the Governance Committee, by two-thirds (2/3) vote of the seated Directors. A Director elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office.

Section 2.8 Resignation. A Director may resign at any time by filing a written resignation with Chair of the Board.

Section 2.9 Removal. The Board may remove any Officer or Director for cause by majority vote of the entire Board of Directors at any regular or special meeting of the Board, if a statement of the reason or reasons shall have been mailed by Registered Mail to the Officer or Director proposed for removal at least thirty (30) days before any final action is taken by the Board. This statement shall be accompanied by a notice of the time when, and the place where, the Board is to act on the removal. The Officer or Director shall be given an opportunity to be heard and the matter considered by the Board at the time and place mentioned in the notice.

Section 2.10 Initial Board. The initial Board of Directors will serve staggered terms. The initial Board shall consist of at least two (2) Directors who will serve a one (1) year term, at least two (2) Directors who will serve a two (2) year term, and at least two (2) Directors who will serve a three (3) year term.

Section 2.11 Members of the Board:

- a) Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary Beacon College Prep activities in accordance with Beacon College Prep policies.
- b) Shall serve with the highest degree of duty, loyalty, and care and shall undertake no enterprise to profit personally from his, or her, position with Beacon College Prep.
- c) Shall be bound by the Board's Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- d) Shall have no direct or indirect financial interest in the assets or lease of Beacon College Prep; any Director who individually or as part of a business or professional firm is involved in the business transactions or current professional services of Beacon College Prep shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.
- e) Shall be covered and Officers Insurance provided by Beacon College Prep in amounts required by the Board in its reasonable discretion.

ARTICLE III.

Officers.

Section 3.1 Number. There shall be four (4) elective Officers of the Board: a Chair, a Vice-Chair, a Secretary, and a Treasurer.

Section 3.2 Election. The Governance Committee shall present a slate of Officers to the Board of Directors. The nominated Officers shall be drawn from among the members of the Board of Directors. The election of Officers shall be held at the annual meeting of the Board.

Section 3.3 Tenure. The newly elected Officers shall take office on July 1 following the close of the meeting at which they are elected, and the term of office shall be one year, or until respective successors assume office. A Director may serve more than one (1) term in the same office, but not more than three consecutive terms in the same office.

Section 3.4 Chair Vacancy. In the event that the office of the Chair becomes vacant, the Vice-Chair shall become Chair for the unexpired portion of the term. In the event that the office of Vice-Chair or Secretary-Treasurer becomes vacant, the Chair shall appoint interim Officers to fill such vacant offices until a scheduled meeting of the Board can be held.

ARTICLE IV.

Meetings.

Section 4.1 Regular Meetings. There shall be at least 10 regular meetings of the Board held each year. Notice shall be given to each Director thirty (30) days prior to the date of every regular meeting of the Board. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. The meetings of the Board are deemed to be "public business" and must be held in compliance with TCA §§ 8-44-101 *et seq.*

Section 4.2 Annual Meeting. The annual meeting of the Board shall occur in the last quarter of the fiscal year.

Section 4.3 Special Meetings. Special Meetings of the Board may be called by the Chair or by a majority of the Board filing a written request for such a meeting with the Chair and stating the object, date, and hour therefore, due notice having been given to each Director five (5) calendar days prior to the meeting. Notice of any meeting to the public shall include the date, time, and place of a meeting and a statement or agenda specifying the nature of business to be conducted. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to TCA §§ 8-44-101 *et seq.*

Section 4.4 Quorum. One-half of the Directors then in office shall constitute a quorum for the transaction of business at any regular or special meeting of Board of Directors, except where otherwise required by these Bylaws.

Section 4.5 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Beacon College Prep. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of TCA §§ 8-44-101 *et seq.*

Section 4.8 Open Meetings. Meetings of the Board shall be public in accordance with state and federal laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board.

Section 4.9 Absentee Board Member. An absentee Board member may not designate an alternate to represent him, or her, at a Board meeting. A member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he, or she, grants a signed, written proxy to another Board member who is present at the meeting. The proxy must direct a vote to be cast with

respect to a particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

Section 4.10 Regular Meetings. Notice of all regular meetings of the Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Directors prior to the meeting. Any Director may waive notice of any meeting. The attendance of a Director at any meeting also shall constitute a waiver of notice of such meeting, except where the Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE V.

Conflict of Interest.

Section 5.1 Conflict of Interest. All Directors, Officers, and employees of Beacon College Prep shall be subject to the Conflict of Interest Agreement.

ARTICLE VI.

Committees and Task Forces.

Section 6.1 Composition. A Board resolution shall appoint committees or task forces of the Board, except the Governance Committee. Committees may be composed of Directors or community members, or both, with the exception of the Governance Committee which shall be comprised only of Board members. The Board may prescribe the need and/or the composition such committees.

Section 6.2 Governance Committee. There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of at least three (3) members recommended by the Chair and elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall be:

- a) to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Director positions on the Board;
- b) to present a slate of nominees for Officers to the Board for election at the annual meeting;
- c) to recommend candidates to Board to fill vacancies that arise outside regular nominating process;
- d) to provide ongoing orientation to Directors;
- e) to oversee a Director assessment process to ensure optimum performance; and
- f) to recommend appointment of past Chair to Board, if necessary, in the interests of continuity.

Section 6.3 Finance Committee. There shall be a standing committee known as the Finance Committee. The committee shall be composed of at least two (2) members elected by the Board at its annual meeting. Each committee member shall serve a term of at least two (2) years; terms shall be staggered to ensure continuity of committee membership. The Treasurer will serve as chair of this committee.

Section 6.4 Academic Achievement Committee. There shall be a standing committee known as the Academic Achievement Committee. This committee shall be composed of at least three (3) members elected by the Board of Directors at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee membership. The committee shall elect its own chair.

Section 6.5 Quorum for Committees. There shall be no quorum requirement for any committee.

ARTICLE VII.

Fiscal Year and Check Signing.

Section 7.1 Fiscal Year. The fiscal year of Beacon College Prep shall begin on July 1 of each calendar year and terminate on June 30 of the following year.

Section 7.2 Check Signing. The signature of both the Treasurer and the Head of School shall be required on any check in excess of \$5,000.

ARTICLE VIII.

Rules of Order.

In the event of a conflict or challenge, the rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of Beacon College Prep.

ARTICLE IX.

Amendments.

These Bylaws may be amended at a regular meeting by a two-thirds vote of all Directors then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Director at least fifteen (15) days prior to the meeting at which the amendment is to be considered.

ARTICLE X.

Indemnification.

Beacon College Prep shall indemnify each Director of the Board to the full extent permitted by the Tennessee Nonprofit Corporation Act. Each Board member shall enjoy the protection and immunity provided by TCA § 48-58-601, as (and if) limited by The Charter School Act. A Board member or Officer shall not be personally liable to Beacon College Prep for damages for breach of any duty owed to Beacon College Prep, its beneficiaries, or the Board, except that nothing contained herein shall relieve a Board member or Officer from liability for breach of duty based on an act or omission:

- a) in breach of such person's duty of loyalty to the Corporation;
- b) not in good faith or involving a known violation of the law; or
- c) resulting in receipt of an improper personal benefit.

Attachment F4: Code of Ethics of Beacon College Preparatory, Inc.

The Beacon College Preparatory, Inc. Board of Directors (Board") desires to operate in the most ethical and conscientious manner possible; to that end, the Board adopts this Code of Ethics. Each member of the Board agrees that he or she will, and all members of the Board of Directors of the Corporation must:

- a) Recognize the authority of the Board rests only with the Board as a whole and not with individual members and act accordingly.
- b) Ensure, uphold, and abide by all laws, regulations, and rules pertaining to schools issued by the Tennessee State Board of Education, the courts, and any other relevant authority.
- c) Support the delegation of authority for the day-to-day administration of the charter school to the Head of School and act accordingly.
- d) Ensure and enact decision making grounded on the educational welfare and wellbeing of the children served by Beacon College Preparatory Charter School without consideration to race, religion, color, sex, income level, or any other irrelevant characteristic.
- e) Ensure and encourage changes only through lawful and ethical processes. Use his or her independent judgment in reaching all decisions.
- f) Refrain from using his/her position on the Board of Directors for personal gain or profit.
- g) Periodically review and evaluate the effectiveness of policies on Beacon College Prep's programs and performance. Work with other Board members to establish effective policies for Beacon College Prep. Make decisions on policy matters only after full discussion at publicly held Board meetings.
- h) Attend and participate in regularly scheduled and called Board meetings. Express opinions before votes are cast, but after the Board vote, abide by and support all majority decisions of the Board.
- i) Comply with the Conflict of Interest Policy of the Board, all applicable laws and State Board of Education Standard, rules, and guidelines.
- j) Exhibit personal conduct in that reflects positively on the school.
- k) Make all reasonable efforts to support the school's mission and personnel.

Attachment F5: Conflict of Interest Policy of Beacon College Preparatory, Inc.

ARTICLE I: Purpose.

The purpose of the Conflict of Interest Policy is to protect the interests of Beacon College Preparatory, Inc. ("Beacon College Prep"). The Conflict of Interest Policy is designed to support directors, officers, and employees of Beacon College Prep. In the event Beacon College Prep is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Beacon College Prep or might result in a possible excess benefit transaction. This Conflict of Interest Policy is to help the Board of Directors to identify situations that present potential conflicts of interest and to provide Beacon College Prep with a procedure which, if observed, will allow a transaction to be treated as valid and binding even though a director, officer, or employee has or may have a conflict of interest with respect to the transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interests applicable to nonprofit and charitable organizations.

ARTICLE II: Definitions.

Section 2.1 Interested Person. Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Section 2.2 Financial Interest. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- (a) An ownership or investment interest, other than de minimis, in any entity with which Beacon College Prep has a transaction or arrangement,
- (b) A compensation arrangement with Beacon College Prep or with any entity or individual with which Beacon College Prep has a transaction or arrangement, or
- (c) A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which Beacon College Prep is negotiating a transaction or arrangement.

ARTICLE III: Procedures

Section 3.1 Duty to Disclose. In connection with any actual or possible Conflict of Interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

Section 3.2 Determining Whether a Conflict of Interest Exists. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists. Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing board or committee shall be necessary for one or more grants in an aggregate amount of five thousand dollars (\$5,000) or less in any single calendar year, from Beacon College Prep to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

I. Procedures for Addressing a Conflict of Interest:

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether Beacon College Prep can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Beacon College Prep's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

II. Violations of the Conflicts of Interest Policy:

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

ARTICLE IV. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

ARTICLE V: Compensation

- a. A voting member of the governing board who receives compensation, directly or indirectly, from Beacon College Prep for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Beacon College Prep for services is

precluded from voting on matters pertaining to that member's compensation.

- c. A voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Beacon College Prep, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI: Annual Statements.

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the Conflicts of Interest Policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands Beacon College Prep is charitable, in order to maintain its federal tax exemption, it must engage primarily in activities accomplishing one or more of its tax-exempt purposes.

ARTICLE VII: Periodic Reviews.

To ensure Beacon College Prep operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to Beacon College Prep's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII: Use of Outside Experts.

When conducting the periodic reviews as provided for in Article VII, Beacon College Prep may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Conflict of Interest Defined. For purposes of this policy, the following circumstances shall be deemed to create conflicts of interest:

I. Outside Interests.

- a. A contract or transaction between Beacon College Prep and a responsible person or family member.
- b. A contract or transaction between Beacon College Prep and an entity in which a responsible person or family member has a material financial interest or of which such person is a director, officer, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative.

II. Outside Activities.

- a. A responsible person competing with Beacon College Prep in the rendering of services or in any other contract or transaction with a third party.

- b. Responsible person's having a material financial interest in; or serving as a director, officer, employee, agent, partner, associate, trustee, personal representative, receiver, guardian, custodian, conservator or other legal representative of, or consultant to; an entity or individual that competes with Beacon College Prep in the provision of services or in any other contract or transaction with a third party.
- III. Gifts, Gratuities and Entertainment. A responsible person accepting gifts, entertainment or other favors from any individual or entity that:
- a. Does or is seeking to do business with, or is a competitor of Beacon College Prep ; or
 - b. Has received, is receiving or is seeking to receive a loan or grant, or to secure other financial commitments from Beacon College Prep ;
 - c. Beacon College Prep is a charitable organization operating in Tennessee;
 - d. Under circumstances where it might be inferred that such action was intended to influence or possibly would influence the responsible person in the performance of his or her duties. This does not preclude the acceptance of items of nominal or insignificant value or entertainment of nominal or insignificant value which are not related to any transaction or activity of Beacon College Prep .

Article IX. Review of policy.

- a. Each new responsible person shall be required to review a copy of this policy and to acknowledge in writing that he or she has done so.
- b. Each responsible person shall annually complete a disclosure form identifying any relationships, positions or circumstances in which the responsible person is involved that he or she believes could contribute to a conflict of interest arising. Such relationships, positions or circumstances might include service as a director of or consultant to a nonprofit organization, or ownership of a business that might provide goods or services to Beacon College Prep. Any such information regarding business interests of a responsible person or a family member shall be treated as confidential and shall generally be made available only to the Chair, the Head of School, and any committee appointed to address conflicts of interest, except to the extent additional disclosure is necessary in connection with the implementation of this policy.
- c. This policy shall be reviewed annually by each member of the Board of Directors. Any changes to the policy shall be communicated immediately to all responsible persons.

Conflict of Interest Information Form	
Name: _____	Date: _____
Please describe below any relationships, positions, or circumstances in which you are involved that you believe could contribute to a Conflict of Interest (as defined in Memphis Merit Academy's Policy on Conflicts of Interest) arising.	

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I have reviewed, and agree to abide by, the Policy of Conflict of Interest of Beacon College Preparatory Charter School that is currently in effect.

Signature: _____ Date: _____

BAILEY D. CATO CZUPRYK

Memphis, TN 38104 • [bailey.cato@tntp.org](mailto.bailey.cato@tntp.org) • 573.421.1924

WORK EXPERIENCE

TNTP June 2011 - Current

Partner

- Led the 17-person TNTP national report team to design and execute an ambitious research project designed to answer the question "What are students experiencing academically in school?" The team:
 - Conducted almost 1,000 full-length observations; gathered more than 28,000 in-the-moment student surveys; and evaluated the quality of more than 5,500 student assignments.
 - Evaluated more than thirty sets of instructional materials and more than thirty district-designed assessments for quality.
- Led a five-person team of TNTP employees to support the twenty-one-person academic leadership team of Shelby County Schools to adopt new instructional materials for 207 campuses and develop a coherent academic strategy for their 110,000 student district.

Site Director, Nashville Teaching Fellows

- Opened TNTP Academy (a new teacher certification program) in Nashville, TN, now known as one of Tennessee's most effective teacher preparation programs, as evaluated by the Tennessee state report card. Led a four-person team to support 214 teachers in classrooms across the Metro Nashville area.

Teach For America—Jacksonville

June 2009 –

June 2011

Program Director

- Led a 37-person coaching cohort community that met all of its effectiveness and retention goals.
- Managed multiple regional projects, including planning of All Corps Conferences, Content Learning Community management, Student Achievement Toolkit management, planning of 2011 Round Zero and Orientation, facilitation of hiring of 2011 corps members, regional diversity programming, and regional talent recruitment.

Teach For America—Houston Institute Staff

Summer 2010

School Director

- Managed and led a staff of seven to ensure that Revere Middle School met all student achievement and corps member effectiveness goals.
- 88% of corps members met their end-of-institute student achievement goals (the highest of any school in Houston), compared to 73% average at institute.

Teach For America—Chicago Institute Staff

Summer 2009

Corps Member Advisor

- Surpassed institute corps member effectiveness goal by 11% and led the only CMA group at Washington High School where every corps member met their student achievement goals.

Teach For America Corps Member—Durham Public Schools

2007

- 2009

Secondary Science Teacher

- Led 91.9% of students in 2008-2009 to proficiency on end-of grade test, as compared to 53.1% state average, 44.9% district average, and 33.8% average for economically-disadvantaged students.
- Led 71.7% of students in 2007-2008 to proficiency on end-of grade test, as compared to 52.3% state average, 43.7% district average, and 33.6% average for economically-disadvantaged students.

EDUCATION

University of Oklahoma—Norman, OK

- Bachelor of Science: Political Science and Sociology (Criminology)
- Graduated *summa cum laude*: May 2007 with a 4.00 GPA

REFERENCES

Elizabeth Ramsey, Senior Managing Director of Program
Instruction Partners
[Elizabeth.ramsey@instructionpartners.org](mailto.Elizabeth.ramsey@instructionpartners.org)
904.652.4118

Victoria Van Cleef, Vice President

TNTP

Victoria.vanclleef@tntp.org

901.581.0894

Amanda Kocon, Chief Strategy Officer

TNTP

Amanda.kocon@tntp.org

917.749.0532

CHANDRA S. MADISON

Memphis, Tennessee 38104

(615) 947-7041 • chandrasimone101@gmail.com

PROFESSIONAL EXPERIENCE

Bar Admissions

Licensed to Practice, State of Tennessee, 2011

Admitted to the United States District Court for the Western District of Tennessee

Admitted to the United States District Court for the Middle District of Tennessee

Boyle Brasher, LLC, Memphis, TN

Senior Associate Attorney, October 2018 – Present

- Defend employment, complex commercial, and tort legal matters;
- Represent business entities in the arbitration of employee disputes;
- Serve as a hearing officer in final-step employee grievance and termination hearings for public entities subject to a collective bargaining agreement;
- Support business clients by drafting or revising existing employee handbooks and employee policies to ensure legal compliance;
- Represent business entities in labor disputes related to collective bargaining agreements.

Hino Motors Manufacturing U.S.A., Inc., Marion, AR

Corporate Counsel, March 2017 – October 2018

- Provide advice and counsel to upper-management on employment and contractual issues;
- Provide real-time support to the Human Resources Department to ensure proper resolution of FMLA, ADA, PDA, FLSA, company leave, workers' compensation, employee investigations and terminations, drug policy violations, and all other employment-related issues;
- Develop and present training on employment-related issues and company policies;
- Draft and/or update employee and environmental policies, the company handbook, and internal standard operating procedures to ensure legal compliance and consistency of policy application;
- Draft and/or review independent contractor, employment agency, preventative maintenance, software, equipment sales/consignment, and service agreements, as well as waivers for company-sponsored events;
- Conduct monthly internal environmental audits of the company shop floor to ensure environmental agency compliance;
- Prepare reports to the State of Arkansas to obtain state incentive funds for the benefit of the company.

Adams and Reese, LLP, Memphis, TN

Associate Attorney, August 2015 – February 2017

- Defended civil matters, including employment discrimination, wrongful termination, contract, complex commercial, and other legal issues;
- Conducted factual investigations related to EEOC charge complaints and drafted position statements;
- Drafted dispositive motions, discovery, pleadings, findings of fact and conclusions of law, and motions and supporting memoranda of law addressing complex legal issues;
- Successfully argued pre-trial motions and appeals of licensing board determinations.

The Spence Law Firm, PLLC, Memphis, TN

Associate Attorney, June 2014-August 2015

- Litigated civil matters, including employment discrimination, wrongful termination, contract, domestic and other legal matters;
- First-chaired general sessions trials;
- Successfully argued pre-trial motions;
- Successfully mediated matters;
- Conducted and defended employment and family law depositions.

Harris Shelton Hanover Walsh, PLLC, Memphis, TN

Associate Attorney, October 2011-June 2014

- Defended civil matters, including employment, special education, contract, and health care liability matters;
- Successfully represented the Shelby County School District in tenured teacher dismissal administrative hearings, special education due process hearings, employee termination hearings, and Governmental Tort Liability Act cases;
- Second-chaired federal and state court trials;
- Successfully argued dismissed tenured-teacher administrative hearing appeals in front of the Shelby County Board of Education;
- Successfully argued dispositive pre-trial motions.

Memphis City Schools, Memphis, TN

Law Clerk, May 2009-Aug. 2009, July 2010-Aug. 2010

- Drafted legal documents filed in Circuit, Chancery, and Federal Court;
- Assisted counsel with investigations, witness interviews, and termination hearings.

Shelby County Circuit Court, Memphis, TN

Law Clerk for The Honorable Rhynette Hurd and The Honorable Bob Weiss, May 2010-May 2011

- Prepared and managed the Friday motion docket;
- Researched law and briefed all motions on the docket for Friday motion day.

EDUCATION

University of Memphis, Memphis, TN

Juris Doctor, May 2011

- Thurgood Marshall Mock Trial Competition: 2011 National Champion, 2010 Second Place Regional; 2009 Second Place Regional;
- 2011 Cali Award for Excellence in Trial Advocacy;
- 2011 TYLA National Mock Trial Competition;
- 2011 Dean's Distinguished Service Award;
- 2010-2011 Moot Court Board, Mock Trial Committee;
- Diversity Scholarship Recipient.

Tennessee State University, Nashville, TN

M. Ed., Administration and Supervision May 2006

B.S. Music, Concentration Classical Voice, Minor Business Administration, May 2003

REFERENCES

- **Dorsey Hopson:** (404) 849-8369; National K-12 Director, Cigna; Former Superintendent, Shelby County Schools
- **Melanie Stovall Murry:** (901) 678-2155, mmurry@memphis.edu; University Counsel, University of Memphis
- **Justin Bailey:** (901) 289-8915; Senior Attorney, FedEx Freight

AUBREY DIAZ NELSON

339 Fairfield Circle W. • Memphis, TN 38117 • 901.846.6285 • aubreydnelson@gmail.com

EDUCATION

- MAY 2010 Christian Brothers University - Masters of Arts in Teaching
MAY 2008 Rhodes College - Bachelors of Arts, Major: International Studies

PROFESSIONAL EXPERIENCE

APRIL 2017 - PRESENT	RELAY GRADUATE SCHOOL OF EDUCATION Dean	(Memphis, TN)
	<ul style="list-style-type: none">Serves as leader of Memphis campus, responsible for all academic components of Residency and M.A.T. programs and the quality of graduate student experienceAt the conclusion of the 2017-2018 academic year, 83% of year one and 96% of year two graduate students were in good academic standing with a GPA of 2.7 or above.On most recent institutional survey, the Memphis campus received a net promotor score (NPS) of +68.2 the highest across all Relay campuses.	
AUGUST 2016 - JUNE 2017	RELAY GRADUATE SCHOOL OF EDUCATION Director of Teacher Residency	(Memphis, TN)
	<ul style="list-style-type: none">Served as Assistant Professor of Practice and taught core general pedagogy courses to Teachers-in-Residence across over 20 partner schools and networks94% of residents received full-time offer of employment at end of residency year	
JULY 2015- JUNE 2016	RELAY GRADUATE SCHOOL OF EDUCATION Adjunct Instructor	(Memphis, TN)
	<ul style="list-style-type: none">Prepared and delivered content classes on elementary literacy and math instruction and pedagogy to cohort of students in Residency and M.A.T. programs.Advised and assessed students on mastery of content knowledge and skills and professionalism.	
MAY 2014- OCTOBER 2015	FREEDOM PREPARATORY ACADEMY ELEMENTARY SCHOOL Founding Assistant Head of School	(Memphis, TN)
	<ul style="list-style-type: none">Coached teachers to develop in lesson planning, classroom management, and lesson execution to ensure students reach school-wide academic goalsDesigned internal curriculum and adapt external curriculum to ensure college-ready instructional program for all subject areasManaged internal and external assessment administration and data systemsServed as member of school-wide leadership team, making proactive and reactive decisions to drive towards our mission and vision	
JULY 2014- MAY 2015	BUILDING EXCELLENT SCHOOLS Leaders for Emerging Networks of Schools (LENS) Program	(Boston, MA)
	<ul style="list-style-type: none">Successfully completed a yearlong leadership-training program with a specific focus on managing adult culture, setting appropriate school culture systems, and coaching effective instruction.	
JUNE 2010- MAY 2014	TEACH FOR AMERICA Managing Director, Teacher Leadership Development team	(Memphis, TN)
	<ul style="list-style-type: none">Set vision and strategy for leadership development and training of first and second year teachers across 12 charter schools within the Shelby County School districtManaged and coached a team of 4 direct reports to realize our regional and functional team goals related to student achievement, teacher proficiency, and certificationManaged recruitment and hiring of full-time and part-time staffDesigned onboarding and ongoing training of full-time and part-time staff	
	Program Director	
	<ul style="list-style-type: none">Each school year, coached cohort of approximately 30 teachers across Memphis City Schools in both traditional district and charter schools in pre-k through eighth gradeDesigned and facilitated elementary-specific professional development	

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JAN. 2011- **TEACH FOR AMERICA**

JULY 2011 **School Director, Sheltering Arms Early Childhood Center**

- Led team of 48 teachers and 8 staff members as summer school leader at two early childhood centers
- Ensured achievement of summer school student goals as well as teacher proficiency, satisfaction, and retention goals
- Partnered with Sheltering Arms full-time staff to support 12 faculty advisors
- Managed spring training and ongoing coaching of school team of 8 staff members

JULY 2008- **SHELBY COUNTY SCHOOLS**

(Memphis, TN)

MAY 2010 **Kindergarten & First Grade Teacher (Winchester Elementary)**

- In 2009, kindergarten class achieved 94% mastery on cumulative reading assessment, 94% mastery on cumulative math assessment, and exceeded all benchmarks on the DIBELS inventory.
- In 2010, first grade class achieved 87% mastery on cumulative math assessment, met or exceeded all benchmarks on the DIBELS inventory and read on average at a mid-second grade level on the Developmental Reading Assessment (DRA).

References

- Michelle Armstrong
Coordinator of Instructional Support, Pyramid Peak
marmstrong@pyramidpeakfdn.org
(901) 818-5234
- Shemanne Davis
Senior Dean of Student Affairs, Relay GSE
sdavis@relay.edu
212-228-1888
- Brendan Egan
Senior Director of Operations, Relay GSE Memphis
began@relay.edu
901.302.9133

Christopher A. Owens, MBA, CFRE

COwens9091@aol.com

1092 Dove Hollow Drive, Cordova, Tennessee 38018

(901) 219-0006 - mobile

EXECUTIVE SUMMARY

Skilled development and cultivation strategist, communications and messaging specialist, and nonprofit industry leader with a history of leading and motivating fundraising teams to close over \$20 million in gifts through exceptional strategic positioning, relationship building, and coaching.

- Certified fundraising executive with a successful track record of utilizing data analytics, modern marketing strategies, strategic planning and training, and project management proficiency in donor relations, special events, stewardship, and database integrity.
- Accomplished facilitator of major gift fundraising and cultivator of strategic local and national constituent relationships that leverages human capital for community impact.

CORE COMPETENCIES

- Specialization in fostering a culture of philanthropy, accountability and collective impact through major gift solicitation, special event execution, employee and stakeholder engagement, prospect research and social fundraising.
- Superior ability to understand changing market dynamics, forecast short- and long-term trends, and translate constituent and organizational needs into actionable strategies.
- Thorough knowledge of effective development and marketing principles, brand management and data analysis that fosters optimum interaction with internal and external constituents.
- An advanced understanding of print and digital production, communications and social media plans, and engagement with the press, media and national public relations agencies.

PROFESSIONAL EXPERIENCE

Market Director – Southern Region

January 2018 - Present

ALSAC/St. Jude Children's Research Hospital

Territory leader for a team of fundraisers responsible for raising \$6 million through special events in the Arkansas, Mississippi and West Tennessee markets; Member of a three-person management team accountable for year-over-year fundraising growth to meet an \$18 million region-wide revenue goal.

- **Surpassed revenue and ticket sales goals by coaching staff in raising a record \$1.9 million** in the Jackson and Tupelo St. Jude Dream Home Giveaway campaigns in fiscal year 2018.
- **Advised a cross-functional team of development representatives and specialists to raise \$525,000** through ALSAC Youth Development and Collegiate Programs in fiscal year 2018.
- **Oversaw the first Arkansas market development plan for the Memphis office**, resulting in \$650,000 from the Jonesboro area and partnership opportunities in Little Rock and Fayetteville.

Senior Director of Development, Marketing and Community Relations April 2013 – January 2018 Common Table Health Alliance

C-suite level leader of internal and external relations, including organizational fundraising, communications, public relations, board relations and volunteer engagement; Directs a development team of four in special events, individual and corporate engagement and foundation and funder proposals; Cultivates key stakeholders and facilitates relationship building with prospective partners

- **Launched two national health and wellness partnerships** with Procter & Gamble's wellness brand Meta and the Coca-Cola Company's global foundation, producing nationwide fitness and wellness campaign messaging in partnership with the global public relations firm MSL Group and securing over \$200,000 in financial investments for CTHA programming.
- **Successfully received multi-year seven-figure commitments from the Robert Wood Johnson and Merck Foundations** as part of an internal grant writing leadership team.
- **Championed CTHA's first three-year strategic fund development plan** to cultivate and steward individuals, local and national corporate sponsors and private foundations, creating \$1.5 million in program support, a 30% increase in unrestricted operating revenue, and a 100% increase in new donor acquisition.
- **Developed first brand communication campaign for CTHA to express its unique convener value proposition**, comprised of traditional and innovative marketing strategies resulting in over 1.5 million media impressions annually on local, regional and national levels.
- **Strengthened CTHA's brand equity** through increasing social media engagement by 173%, special event participation by 50%, and circulation of CTHA-produced publications by 40%.

- **Built and executed a comprehensive strategic communications and marketing/branding strategy** to support the launch and growth of the Memphis Breast Cancer Consortium's local, regional and national outreach efforts of its 31-member statewide coalition.
- **Led the communications, community relations and outreach efforts for the Sister Pact Awareness Campaign in the Greater Memphis area**, creating over 2 million media impressions in partnership with Genentech and the AVON Breast Cancer Crusade.
- **Assessed conflict resolution approaches and developed crisis management strategies with Fortune 100 companies and global public relations firms** that anticipates reaction, minimizes risk, articulates key messaging and mobilizes team members.
- **Coordinated CTHA's advocacy and legislative efforts with local and state officials** through the Healthy Shelby Partnership, the Governor's Foundation for Health & Wellness, and the Insure Tennessee initiative, resulting in amplified program visibility for CTHA.

Director of Community Development
Boys & Girls Clubs of Greater Memphis

July 2012 – March 2013

Provided leadership and strategic direction to BGCM's community outreach agenda; Created and implemented first phases of Annual Giving sustainability plan; Implemented donor communications systems and processes that articulated vision, donor impact and opportunities for involvement; Fostered a culture of philanthropy within internal and external priority populations

- **Created meaningful donor communications and raised over \$100,000 in alignment with the first phase of a \$12 million capital campaign** via monthly electronic newsletters, quarterly direct mail solicitations and face-to-face interactions with key thought leaders.
- **Provided leadership and strategic direction to the inaugural annual giving campaign**, raising \$85,000 in personal giving for BGCM's Triple Play fitness and wellness initiative.

Corporate Advancement Manager
Memphis Symphony Orchestra

February 2011 – May 2012

Delivered strategic messaging and articulated the Symphony brand to segmented target markets; Spearheaded major gifts program by leveraging a board of 20 volunteer advisors that assisted in engaging the corporate community; Promoted MSO product lines for increased revenue

- **Increased corporate sponsorships from 19 to 40 and corporate giving from \$290,000 to \$500,000** during fiscal year 2012.
- **Formulated and implemented a cultivation, solicitation and stewardship strategy for 100 constituents ranging from \$5,000-\$10,000**, resulting in a 30% increase in annual giving.
- **Strengthened MSO's unique and compelling voice among young professionals** to increase awareness, reputation and esteem, resulting in an increase in e-philanthropy and audience participation among the 25-45 year old demographic.

Director of Annual Fund and Alumni Affairs
Southwest Tennessee Community College

March 2008 – February 2011

Elevated fund development and fundraising practices among alumni donors, current students, faculty and staff; Initiated new promotional avenues to support fundraising initiatives and education objectives; Orchestrated donor relations process to encourage next-level giving; Articulated donor messaging through effective storytelling using contemporary design and content

- **Secured \$2 million in grant funding from the United States Department of Education, the Tennessee Board of Regents, and Department of Labor** for the Project Succeed grant, Fund for the Improvement of Postsecondary Education (FIPSE), and the Southern Energy Training Consortium (SETC), in conjunction with the Executive Director of Grants.
- **Facilitated \$250,000 in major gifts and bequests** for annual, endowed, and book scholarships for Southwest students.
- **Recruited, oriented and corresponded with over 9,000 Southwest alumni and constituents and maintained an active portfolio of 100 alumni donors in support of a \$17 million Nursing, National Sciences & Biotechnology capital campaign** through face-to-face interaction, personalized proposals, direct mailings and quarterly publications.

EDUCATION

Union University, Germantown, TN
University of North Carolina, Chapel Hill, NC

Master of Business Administration, Management

Bachelor of Arts, History

Bachelor of Arts, African and Afro-American Studies

PROFESSIONAL CERTIFICATIONS

Certified Fund Raising Executive, CFRE International March 2015 – Present

Proficiency certification for experienced fund developers whose professional practice, performance, education and advocacy meet the highest standards of ethics, competence and service

PUBLICATIONS AND RESEARCH

Advisor, Childhood Obesity Prevention Messaging February 2016

Robert Wood Johnson Foundation, Princeton, NJ

Building Demand Training Curriculum: Inspiring Parents to Demand Communities Where All Children Can Grow Up at a Healthy Weight

Editor and Contributing Author, Take Charge For Better Health Series April 2015

Common Table Health Alliance, Memphis, TN

*Report 10: Status Report on Efforts to Promote Healthy Eating and Active Living:
Organizations' Efforts to Reduce Childhood and Family Obesity in Memphis and Shelby County,
Tennessee*

PRESENTATIONS

American College of Sports Medicine and Science, Indianapolis, IN February 2015

Joint Commission on Sports Medicine Conference: Moving Health In Memphis

FELLOWSHIPS

Program Associate/Hyde Challenge Fellow 2004 – 2005

J. R. Hyde Senior Family Foundation, Memphis, TN

Co-managed special events, aided in grantee stewardship and augmented programming that highlighted the Foundation's giving areas and program interests for over 60 nonprofit organizations

PROFESSIONAL ASSOCIATIONS

Beacon College Preparatory Charter School November 2018 - Present

National Black MBA Association – Memphis Chapter August 2018 - Present

REACH Memphis Board of Directors April 2017 - Present

National Association of Health Services Executives (NAHSE) March 2014 - Present

Association of Fundraising Professionals – Memphis Chapter March 2008 – Present

PROFESSIONAL REFERENCES

Cassandra Hughes Webster

Executive Director

The Memphis Challenge, Incorporated

CWebster@memphischallenge.org

(901) 292-7505

Kristie Goldsmith

Director of Alumni and Constituent Relations

The University of Memphis

kglldsmth@memphis.edu

(901) 652-2749

Reneé Frazier

Chief Executive Officer Emeritus

Common Table Health Alliance / The Health Shelby Project

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CHRIS PECK

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901-626-0754



CHRIS-PECK-A873321/

SKILLS

Executive Management
Writing and Editing
Networking in Memphis

REFERENCES

Robert Pugh
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901.359.2007
David Waters
davidallenwaters@gmail.com
901.359.2412
Julie Johnson
jjohnson555@comcast.net
901.490.8537

PROFESSIONAL EXPERIENCE

CEO/STATE DIRECTOR

ACE Awareness Foundation 2014-2016

Founding CEO of ACE Awareness Foundation in Memphis. Established office and organizational framework for addressing adverse childhood experiences in Memphis. Chaired the first statewide Tennessee conference to address adverse childhood experiences.

ASSOCIATE DIRECTOR

Pyramid Peak Foundation 2012-2014

Help assess funding requests from numerous Memphis projects including programs to provide long-acting reversible contraception, public education reform proposals, and establishment of community projects.

EDITOR

The Commercial Appeal 2002-2012

Supervised 200 reporters, editors and photographers for the largest newspaper in Memphis. Organized news coverage of Greater Memphis area including education, business, sports, lifestyle and major enterprise reporting projects on poverty, infant mortality and race.

EDUCATION

ADVANCED EXECUTIVE PROGRAM

Northwestern University 1999

BACHELOR OF ARTS - COMMUNICATIONS

Stanford University 1972

VOLUNTEER EXPERIENCE OR LEADERSHIP

American Society of Newspaper Editors President - 2015
Riverfront Development Board – 2012-2016
Memphis Prep Board – 2006-2014
Memphis Brooks Museum Board -2005-2012



Patrice Pritchett, Pharm.D., BCPS

5677 Ashbriar Ave, Memphis, TN 38120. (662) 394 – 0404

drpatricepritchett@gmail.com

EDUCATION

University of Tennessee College of Pharmacy, Memphis, TN

Degree: *Doctorate of Pharmacy*

Date of Graduation: May 2008, *Honors*

Tougaloo College, Tougaloo, MS

Degree: Bachelors of Science in Biology

Date of Graduation: May 2004, Summa Cum Laude

PROFESSIONAL EXPERIENCE

Baptist Memorial Hospital – Memphis, Clinical/Staff Pharmacist 2010 – present

Patient Care Area Pharmacist – 3W, ICU Stepdown, 2016 – Present

- Therapeutic drug monitoring
 - anticoagulation, core measures, beta lactam allergy assessments, vaccine compliance, IV to PO conversion, SUP prophylaxis, renal dosing
- Order entry for unit
- Provide education/in-service to nurses
- Attend multidisciplinary discharge rounds
- Consult with physicians to develop and implement a medication therapy plan
- Provide patient education on various medications
- Recognize untreated health problems that could be improved or resolved with appropriate medication
- Evaluate the appropriateness and effectiveness of the patient's medication
- Respond to codes

New Employee Onboarding, May 2017 – Present

- Perform Onboarding check in interviews for new pharmacists
- Chair the Co-worker Recognition Committee
- Responsibilities include grief support, recognition of above and beyond achievements, birthday and work anniversary recognition, social events

University of Tennessee Federal Work Study Program, May 2017 – Present

- Contact person for Baptist Pharmacy Dept
- Provide job placement for UT Pharmacy Students

IPPE Program - Scheduler/Preceptor, March 2016 – Present

- Schedule Pharmacy Students for one to two-week basic hospital rotation
- Review basic roles of the hospital pharmacist with P1 and P2 students

Core Measure Pharmacist, January 2014 – October 2016

- Reviewed, documented, and interpreted CHF and AMI core measure data

Patient Care Area Pharmacist – Pulmonary Unit, March 2011 – December 2013

CVS Pharmacy, PRN Staff Pharmacist, 2010 – 2012

- Responsible for processing prescription orders
- Performed patient counseling and MTM
- Resolved insurance issues including prior authorizations
- Managed patient medication profiles
- Review patient profiles for medication duplications, errors, treatment discrepancies

Rite Aid SuperD/USA Drug, Staff Pharmacist, March 2009 – March

- Responsible for processing prescription orders
- Performed patient counseling and MTM

- Resolved insurance issues including prior authorizations
- Managed patient medication profiles
- Review patient profiles for medication duplications, errors, treatment discrepancies

2010 Pharmacy, Staff Pharmacist, August 2008 – March 2009

- Responsible for processing prescription orders
- Performed patient counseling and MTM
- Resolved insurance issues including prior authorizations
- Managed patient medication profiles
- Review patient profiles for medication duplications, errors, treatment discrepancies

ExcelleRx, PRN Clinical Pharmacist, August 2008 – March 2009

- Processed medication orders for hospice and nursing home patients
- Provided consultation to hospice Physicians and Nurses
- Reviewed patient charts for medication interactions, duplications, side effects

University of Tennessee College of Pharmacy/Regional Medical Center, Student Researcher, September 2006 – May 2008

- Collected Data on hypocalcemia patients admitted to the Med's Trauma Unit
- Interpreted collected data for comparative analysis
- Assisted in publishing research article based on data collection

Rite Aid Pharmacy, Pharmacy Intern, May 2006 – August 2008

- Responsible for processing prescription orders
- Performed patient counseling and MTM
- Resolved insurance issues including prior authorizations
- Managed patient medication profiles
- Review patient profiles for medication duplications, errors, treatment discrepancies

Walgreens Pharmacy, Pharmacy Intern, June 2005 – August 2008

- Responsible for processing prescription orders
- Performed patient counseling and MTM
- Resolved insurance issues including prior authorizations
- Managed patient medication profiles
- Review patient profiles for medication duplications, errors, treatment discrepancies

OTHER PROFESSIONAL EXPERIENCES

Co-Owner, Academic Director, Professional Pharmacy Services, LLC

- Professional Pharmacy Services, LLC is a full service pharmaceutical educational program aimed at developing and enhancing the knowledge of Pharmacists and Pharmacy Technicians in order to optimize career experience.

Founder and CEO, The Beauty Doc

- Makeup Artistry and Natural Skincare
 - Provide makeup services/skincare/education for all occasions

Co-Owner – Construction and Maintenance, LLC

- Full service residential remodeling and construction company

LEADERSHIP

Vice President, National Pharmaceutical Association - Memphis Chapter - November 2018 - present

Advisory Board Chair, NAF Academy of Health Sciences - Shelby County Schools - March 2019- present

Co-Coordinator - Project to Protect Memphis - November 2018 - present

Advisory Board and Service Facilitator - Pfizer's Project to Protect Memphis - October 2017 - November 2018

Community Service Chair, National Pharmaceutical Association - Memphis Chapter - 2016 - 2018

Board of Directors, The Hagar Center - March 2019 - present

Founder and Chairperson, Inaugral Bolivar County Youth Summit - April 2018 - present

Founder, I-LEAD Bolivar County

Consultant/Developer/Public Defender Liaison, Just City/City of Memphis Court Watch

Program (Team of five consultants) - completed August 2017

PROFESSIONAL DEVELOPMENT

2016 - 2017

New Memphis Fellows Leadership Cohort

Graduation August 2017

New Memphis Fellows is the premiere community-wide leadership development experience for mid-career leaders in Memphis. With a history that spans over 10 years, Fellows is designed for those high-performing professionals, who are already excelling in their careers and positively impacting our community, but who are seeking to amplify that power through access to new connections, skills and experiences.

The year-long curriculum empowers Fellows to grow within a committed community of learners, take action on a local challenge and drive the world around them forward. Benefits of being a Fellow include:

- Enhanced capacity for leadership, through increased communication, team building, strategic planning, project management skills
- Contact with a diverse network of individuals, who share a commitment to improving Memphis
- Increased self-awareness
- Connections to seasoned executives and their community

CERTIFICATIONS

- ASHP Pain Management Certificate - under review
- APhA Immunizations Certification
- ACLS
- BLS
- BCPS

ORGANIZATIONAL PARTICIPATION

American Society of Health System Pharmacists – 2015 - present

Tennessee Pharmacists Association - 2017 - present

American College of Clinical Pharmacy - 2007 - present

National Pharmaceutical Association, Memphis Chapter - 2016 - present

National Association for the Advancement of Colored People (NAACP) - 2018 - present

National Council of Negro Women - 1996 - present

Memphis Urban League for Young Professionals - 2016 - present

Women's Foundation for a Greater Memphis - 2017 - present

MidSouth Peace and Justice Center - 2017 - present

The Junior League of Memphis - 2017 - present

Shelby County, TN Alumnae Chapter of Delta Sigma Theta Sorority, Inc - 2016 - present

REFERENCES

Ruby Powell, Director of Outreach

New Memphis

ruby@newmemphis.org

O. 901.527.4625 x212

C. 901.295.8431

Dr Andreece Gandy, Operations Manager

Baptist Memorial Hospital Memphis Pharmacy Dept

Andreece.gandy@bmhcc.org

C. 9012829829

Dr Rhonda Garner, President

Memphis Chapter of the National Pharmaceutical Association

Rxgarner@yahoo.com

C. 901-937-9158

JENNIFER L. RICH



Transformational Change Leader

 (901) 517-2597

 jlrich12002@gmail.com

 Memphis, TN

SUMMARY

15+ years of leadership experience driving transformational change at a Fortune 100 company, in academia, and the military.

Proven data driven results in areas of Engineering, HR, strategic planning and global initiatives that enable Enterprise speed-to-market, agility, and cross company alignments to meet customer needs.

PROFESSIONAL EXPERIENCE

FedEx Corporation

Memphis, TN

Manager, HR Quality, FedEx Freight (2017 – Present)

Strategic Operations Advisor, FedEx Corp (2016 –2017)

Engineering Strategic Project Lead, FedEx Express (2011 – 2016)

Industrial Psychologist, FedEx Express (2006 –2011)

Business and IT Transformation

- Led a team of 50 team members in an IT modernization initiative to enable ~5.2M in cost savings annually through the decommissioning of legacy mainframe applications and the transformation of global business processes and technology
- Led cross functional, cross divisional, and third party provider teams in the design and implementation of an \$8M FedEx Express fuel and Driver safety improvement initiative
- Influences strategic direction and alignment of initiatives across stakeholder domains

Corporate Social Responsibility & Reputation

- Maintains the highest standards of corporate governance, manage corporate social responsibility (CSR) activities, and enhance the FedEx worldwide brand and reputation
- Management and oversight of the Corporate Enterprise Disaster Relief and Purple Ribbon programs to support team members facing hardship

HR Culture Transformation

- Oversees multiple global cross functional, cross op-co teams in the redesign and administration of the culture and employee engagement programs, including online reporting and action planning tools
- Designs and facilitates leadership development programs to high potential and high leverage leaders
- Serves as a consultant for employee/team morale and leadership best practices
- Prepares and presents analytics and People/Culture Plan recommendations to executive leadership

Leadership & Business Acumen

- Attracts, develops and retains talent in support of organizational objectives
- Built and established organizational vision and mission as a center of excellence for employee engagement and compliance at FedEx Freight
- Coaches and develops employees to meet competencies and department expectations
- Sets the strategic financial outlook for department and maintains budget including capital and expense funds ensuring accountability and fiscal responsibility

JENNIFER L. RICH



Transformational Change Leader

(901) 517-2597

jlrich12002@gmail.com

Memphis, TN

SUMMARY

15+ years of leadership experience driving transformational change at a Fortune 100 company, in academia, and the military.

Proven data driven results in areas of Engineering, HR, strategic planning and global initiatives that enabled Enterprise speed-to-market, agility, and cross company alignments to meet customer needs.

PROFESSIONAL EXPERIENCE (CONT'D)

Partnerships and Alliances

- Builds internal and external partnerships to meet the business needs
- Established and managed third party providers in support of initiatives (including establishing SOW and C/POR, vendor invoicing and deliverables, quality assurance, and process audits)

Program & Change Management

- Created, deployed, and coached leads on project management and change management best practices, tools, and processes in support of the FedEx Enterprise
- Led flagship SAFe/AGILE program management implementation
- Established and managed multiple simultaneous project work streams with regular report-outs to executives
- Prepares and presents executive updates and represent the face of the business at program engagements
- Resolves/escalates issues to appropriate levels of management, often with a strategy for resolution

Quality & Continuous Improvement

- Oversees the design and deployment of process improvement initiatives to streamline processes, establish financial controls, improve end user acquisition of information, and eliminate redundancies
- Manages continuous improvement initiatives in collaboration with various FedEx divisions and operating companies including FXE failure cause analysis and FXG line haul efficiencies

Risk Management & Compliance

- Oversees the design, development, implementation and management of a long-term sustainable plan for improving HR, Safety and Communications compliance to policy and procedure and reduce liability and risk throughout the FedEx organizations
- Guides the development and execution of contingencies and risk management plans to address Audit findings and departmental needs

CERTIFICATIONS

- QDM Expert Certified
- Certified SAFe AGILIST
- PMI ACP
- Six Sigma Yellow Belt
- New Memphis Institute Fellow

EDUCATION

Masters of Science in Psychology, Augusta State University
Augusta, Georgia

July 2005

REFERENCES

Austin Baker, President HRO Partners, abaker.hro@gmail.com, 9018269206.

Shannon Brock, Business Analyst, Shannon.brock@fedex.com, 9012682050.

Beverly Glidewell, Advisor, bglidewell@fedex.com, 7312878498.

Kirbi Maria Tucker
1774 Homedale Avenue | Memphis, Tennessee 38116
Email: kmtcker1@memphis.edu Avenue | Phone: 901-440-9900

EDUCATION

The University of Memphis Doctor of Education, Leadership and Policy Studies, Leadership (Completed 36 hours)	December 2019 GPA 3.61
Graduate Certificate, Professional Development	April 2018
The University of Memphis Master of Public Administration, Public Administration, Public and Nonprofit Admin	May 2016 GPA: 3.5
Graduate Certificate, Local Government Management, Public and Nonprofit Admin Graduate Certificate, Philanthropy and Nonprofit Lead, Public and Nonprofit Admin	May 2016 May 2016
The University of Memphis Bachelor of Arts in Criminology, Criminal Justice	14 December 2013 GPA: 3.2
The University of Memphis Bachelor of Arts in Psychology	11 May 2013 GPA: 3.3

ADDITIONAL CERTIFICATIONS

Certified Nonprofit Professional (CNP) Grizzlies TEAM UP Youth Mentoring Partnership New Mentor Training	January 2017 December 2016
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INTERNATIONAL EXPEREINCE

Havana, Cuba/Cienfuegos Cuba, Study Aboard Participant: The University of Memphis

June 2015

- Attended on campus and off campus class sessions prior to departing for Cuba
- Examined the difference in political and administrative institutions and processes involved in delivering health, education, cultural, planning and development policy influence, how social and development policy solutions implement in the United States and Cuba
- Examined the proposed changes in economic and social policy adopted by the Cuban National Assembly
- Traveled extensively throughout Cuba in June 2015 and developed firsthand knowledge and understanding of the culture and differences compared to contemporary U.S. policy and how social and development policies are implemented in theory and practice

PROFESSIONAL EXPEREINCE

Coordinator for Graduate Recruitment: The University of Memphis	September 2018 to Present
<ul style="list-style-type: none">• Assists in selecting scholarship recipients for funding within the College of Education• Assists with design and development of recruitment brochures and other recruitment documents• Communicates directly with potential students of interest• Coordinates recruitment efforts at area community colleges, professional schools, as well as The University of Memphis, for the purpose of recruiting new graduate students to the various programs in the College of Education	Page 244 of 308

- Coordinates with the Assistant Dean to manage student recruitment and enrollment
- Develops and manages on-campus and off-campus recruitment events such as Open Houses, College Fairs, Career Fairs or other recruitment related events (e.g., social media campaigns) in cooperation with staff and faculty
- Makes regular presentations at area college fairs and career fairs regarding enrollment/transfer to the University of Memphis
- Works closely with leadership team to promote the College of Education graduate programs (Master's, Doctoral and Graduate Certificates); including website, social media, and/or in-person communication

Academic Strategies Adjunct Faculty: The University of Memphis, Memphis, TN

August 2017 to Present

- Assesses grades for students based on participation, performance in class, assignments, and examinations
- Collaborates with colleagues on course curriculum to meet college standards and effectively manage classroom
- Creates lessons to facilitate the development of good study habits, reading, and writing skills which result in academic success
- Instructs 25 freshman students with diverse educational and experiential backgrounds to promote successful acclimation to the collegiate environment.

Admissions Counselor: The University of Memphis, Memphis, TN

August 2016 to August 2018

- Assisted in preparing New Student Orientation, Recruitment Luncheon, #MEMbound day, Latino Memphis High School Rally, Campus Day for HS Seniors, Memphis Area Counselor Luncheon, Dinner with the Deans, Scholarship Dessert Reception, Spring Preview Day, Class Reception, Distinguished Scholars Reception and Talented Tenth (Top 10%) programs and events
- Communicated with approximately 5800 prospective students by phone, email and mail; counsel prospective students on admission requirements, financial aid and other topics
- Designed and developed lecture topics on career and college planning
- Developed and executed a visitation plan to over 350 schools in various counties and cities
- Presented University of Memphis undergraduate programs to students, parents, teachers, and over 100 counselors

Graduate Assistant of Special Projects: The University of Memphis, Memphis, TN

September 2015 to May 2016

- Assisted with coordination of the WLP Advisory Council, a volunteer committee chaired by UM First Lady Dr. Loretta Rudd and managed mailings and email related to these programs
- Attended meetings to discuss upcoming WLP events and agenda materials and managed correspondence
- Maintained program planning and execution, including communicating directly with alumni and volunteers by phone, email, and in person
- Maintained WLP's website and social media presence for the program (primarily LinkedIn and Facebook)

Philanthropy Development Coordinator: Semmes Murphey Foundation, Memphis, TN May 2015 to December 2015

- Analyzed SMF's functioning practices to create new procedures or revise established procedures
- Assisted in communication with Social Media to familiarize public with Foundation and efforts
- Conducted research trends in healthcare with a development scope, various outlets for successful development campaigns and availability of grant and fundraising opportunities
- Assisted with creating the first Semmes Murphey Foundation Annual Report by interviewing doctors and providing information regarding their many accomplishments
- Raised approximately \$200 through fundraising for the Semmes Murphey Foundation with the

Chipotle Cultivate Foundation's philanthropy project and Chick-Fila fundraising program "Spirit Nights"

- Assisted with the Semmes Murphey Newsletter by interviewing Neurosurgeons for the Doctor Spotlight section
- Designed and developed SMF's employee giving campaign and program through payroll deduction "Dollar Makes a Difference" (launched October 2015) that raised approximately \$2,600 and cultivated over 35% of employees to become donors

Project Assistant: Cassia Public Strategy Firm

October 2013 to October 2014

- Assisted with project management, marketing, social media, PR communications, community engagement, and advocacy opportunities for various clients across served sectors (non-profit; for profit; government; public services, etc.)
- Directly communicated and developed relationships with clients, elected officials, community leaders, and vendors; planned events, meetings, and other functions for clients and Cassia Public Strategy
- Prepared and maintained highly confidential material and information concerning accounts and personnel matters; maintains current records for clients and projects

Executive Youth Specialist: Memphis Ambassadors Program, City of Memphis

May 2013 to October 2013

- Assisted in planning, marketing, and executing the social, cultural, educational, and recreational programs based on the students' needs and/or interests and encouraged students to participate in those programs
- Functioned as an advocate for students by recognizing problems, concerns, and opinions of individual and presented the student's viewpoint to appropriate program staff
- Served as lead facilitator for implementation of Memphis Ambassadors Program at designed sites

Wage and Hour Compliance Intern: ServiceMaster Corporate, Memphis, TN

May 2012 to August 2012

- Analyzed and evaluated Wage and Hour laws for all 50 states to create a database of state labor laws
- Utilized information to create a 50 state-by-state final project to ensure the ServiceMaster's compliance
- Participated in cross-functional team to complete a business project to retrain millennial talent

Legislative Intern: The Tennessee Legislative Program, Nashville, TN

January 2012 to May 2012

- Analyzed and filed bills, constituent work, research and general office work
- Assisted with legislative office with their legislative activities and work functions
- Attending committee hearings, briefings, and floor debates in specific legislative areas and carried out projects in specific issue areas
- Reduced the work load of the legislator Barbara Cooper and Antonio Parkinson by bill summarization and analysis, research, constituent services, and bill tracking.

Teacher's Assistant: The University of Memphis, Department of Psychology

August 2011 to December 2011

- Attended all classes for one course section, grading students' daily work and helping students with the course content working under Dr. Frank C. Leeming
- Provided office hours for grading and meeting with students to explain course material thoroughly
- Collaborated with professor and students to enhance content to improve the students' understanding

HONORS/AWARDS

The University of Memphis, Alpha Lambda Delta Honors Society 2010

The University of Memphis, Nonprofit Leaders Student Association- Student of the Year 2017

A Step Ahead Foundation Scholar Scholarship Recipient 2017 and 2018

The University of Memphis, Cum Laude Honors May 2013

Memphis Flyer's Top 20 Under 30 January 2018

A Step Ahead Foundation Volunteer 2016, 2017, and 2018
Congressman Cohen's Young Professional Roundtable 2018
Dare Program Mentor 2017
Education Pioneer Visiting Fellow Graduate 2017
Graduate Student Association- Education Planning Committee, Professional Development Committee. Representative of College of Education, Travel Finance Committee 2016, 2017
Hard Love Outstanding Community Service Evaluator 2018
Leadership Memphis Fast-Tack Program 2017
Memphis Ambassador Program Junior Talk 2018
Memphis Child Advocacy Center Host Committee Member 2017
Memphis Child Advocacy Center Volunteer and Donor 2017
Memphis Flyer's Top 20 under 30 2018
New Memphis Institute- Beta Cohort B Participant/Graduate 2014
Nonprofit Leaders Student Association 2016 and 2017
Nonprofit Leaders Student Association- President 2017 and 2018
Setting the Standard ("STS") Enterprise Corporation Co-Advisor 2017 and 2018
Streets Ministries Panel Discussion 2018
Streets Ministries- Pathways Mentor 2017 and 2018
TN Achieves Mentor 2017 and 2018
University of Memphis Alumni Association- Life Member 2016
VP of Student Affairs Search Committee 2016
Women's Foundation a Greater Memphis Listening Tour 2017
Women's Foundation for A Greater Memphis- Advancing Philanthropy Member 2016
Women's History Month Faculty Panel, The Honors Student Organization 2018

REFERENCES

Terrica Cleaborn-Thornton

Owner, Lil Miracles Food Truck
Graduate University of Memphis and Craigmont High School
901.828.9976; cleaborterraca@me.com

Julian Lamond Jones

Fairly High School
901.848.4829; julian.jones@greendot.com

Dr. Carmen Ruth

Dove Family Dentistry
901.828.7672; ruth.carmen@yahoo.com

Attachment F7: Additional Board Policies

Overview. The Board of Directors (“Board”) holds the charter for Beacon College Preparatory Charter School Charter School (“Beacon College Prep”). The Board is an organized group of volunteers who, collectively, are legally and ethically accountable to the community and the state for the health, vitality, and effectiveness of our organization. The primary role of the Board is governance which encompasses legal responsibilities, general and academic oversight, planning and policy-making, and meeting fiduciary requirements.

The Beacon College Preparatory Charter School Board Policy Manual contains the policies used to effectively govern the organization for the purpose of creating a high-quality public charter school for the students and families of Memphis, Tennessee.

Individual Board Member Responsibilities:

- Support and advocate for mission and vision of the school
- Commit 10 hours per month (includes meetings, phone calls, and emails)
- Attend monthly board meetings and actively serve on at least one committee
- Support decisions made by the board as a whole Cultivate community support for the school

Board Responsibilities:

- **Support and advocate for mission and vision of the school.** Evaluate and review the stated mission and purpose that articulates the organization’s goals, means, and primary constituents served.
- **Select, support and evaluate the Head of School.** Ensure the Head of School is qualified for the position, and ensure the Head of School has the moral and professional support necessary to further the stated mission and goals of the school.
- **Ensure effective planning.** Actively participate in overall planning process and assist in implementing and monitoring the plan’s goals.
- **Monitor and strengthen programs and services.** Determine alignment of programming with mission of the school and monitor their effectiveness.
- **Ensure adequate financial resources.** Secure adequate resources for organization to fulfill mission.
- **Protect assets and provide proper financial oversight.** Assist in developing the annual budget and ensure proper financial controls are in place.
- **Build a competent board.** Define prerequisites for candidates, orient new members, and annually evaluate board’s performance.
- **Ensure legal and ethical integrity.** Ensure adherence of school to legal standards / ethical norms.
- **Enhance the school’s public standing.** Clearly articulate the school’s mission, accomplishments, and goals to public and garner support from community.

Section 1: The School

1.1 Mission, Vision, and Principles of Design

Mission: Within an academically rigorous, purposefully structured, and joyful community, Beacon College Preparatory Charter School prepares all kindergarten through fifth grade scholars to succeed in college and contribute positively to their communities.

Vision: In communities across our nation, including Memphis, student zip-code and demographics determine their destiny. In our City of Memphis, communities with high percentages of students of color

and families who are socio-economically disadvantaged have the lowest student achievement results in the city.

We believe that a school that implements a rigorous academic curriculum, creates purposeful support structures for scholars and professional development for adults, and fosters a sense of joy and community will lead to a high-quality school for Memphis families and scholars. Our vision and all elements of our academic program are informed by core beliefs about what it will take to ensure each scholar's success.

1. **Academic rigor leads to college readiness.** Scholar success requires rigorous curriculum starting in kindergarten and continuing in all grades. We believe that the path to college begins with a carefully planned and consistently executed rigorous academic curriculum accessible to all kindergarten through fifth grade scholars. This requires small group instruction in all grades, extended learning time in all core subjects, and TAS-aligned curriculum in all classrooms.
2. **Excellent teaching drives excellent results.** Scholar success requires skilled and knowledgeable teachers in all classrooms. We implement a robust recruitment process, hiring adults who believe in our mission and commit to the hard work required to achieve it. We provide structured, consistent professional development for every teacher within a culture of feedback and growth. We collect and analyze data, know where our scholars are, where they need to grow, and how to get them there.
3. **Structure and joy foster growth.** Scholar success requires a school community that is well-organized, warm, and welcoming. We believe that scholars learn best in an environment that is physically, socially, and intellectually safe and free of distractions. We believe that scholars and adults thrive in an environment of joy, with celebration of character, growth, and academics. Clear routines prioritize learning; joy in academic success encourages engagement with a rigorous curriculum.
4. **Our communities matter.** Scholar success is enhanced through authentic relationships with the community and a community spirit within the school itself. Successful schools do not stand apart from their community but stand solidly beside and with their community. We engage our families through initial Home Visits for all and ongoing engagement through Beacon Breakfasts, the Beacon Family Council, and Beacon Family University Nights. Character education, daily Community Circles, and weekly Community Meetings help scholars engage with their school community. Our unique community skills curriculum teaches scholars how to lead and have a positive impact on the world.

1.2 School Legal Status

Beacon College Preparatory Charter School is proposed to be a Shelby County Schools District charter school. Beacon College Preparatory Charter School will operate pursuant to a charter being granted by the Shelby County Schools District, a department of the Tennessee Department of Education, upon charter application approval. Beacon College Preparatory Charter School is a public school, and its status as a nonprofit corporation does not affect its status as a public school. However, for governance, finance, and administrative purposes, Beacon College Preparatory Charter School operates as a Tennessee nonprofit corporation. The nonprofit's Articles of Incorporation and non-profit status are provided as addendum to this manual.

1.3 Non-discrimination Policy

The officers, directors, committee members, employees, and persons served by this corporation shall be selected entirely on a nondiscriminatory basis with respect to age, sex, race, religion, national origin, and sexual orientation. It is the policy of Beacon College Preparatory Charter School not to discriminate on the basis of race, creed, ancestry, marital status, gender, sexual orientation, age physical ability, veteran's status, political service or affiliation, color, religion, or national origin in admissions, hiring, selection or appointment to any office.

Section 2: The Board

2.1 Decision Making

Beacon College Preparatory Charter School has been created to serve students. All decisions by the Board of Directors and the administration should be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students.

2.2 Policy Making

The Board shall be solely responsible for adopting, repealing or amending policies for Beacon College Preparatory Charter School. Action by the Board shall be accomplished as set forth in the bylaws.

Except in cases of special need, the Board shall follow the following procedure in adopting, repealing or amending policies at Beacon College Preparatory Charter School:

- a) **The First Reading.** The proposed policy shall be submitted for approval on first reading at a regular or special meeting of the Board called for that purpose. The proposed policy shall be contained in the Board packet distributed prior to the meeting. At first reading the Board shall receive public comment and comments from the sponsor of the proposed policy. A vote of the Board will be taken after the reading, and if the amendment receives a simple majority vote of the Directors present at the meeting, it will be placed on the agenda for a second reading at the next meeting of the Board.
- b) **The Second Reading.** If the proposed policy is approved on first reading, it will be placed on the agenda and considered at the next regular or special meeting of the Board called for that purpose. No amendment shall be adopted at second reading unless the amendment receives a two-thirds vote of the Directors present at the meeting. If the proposed policy is adopted upon second reading it shall become a policy of Beacon College Preparatory Charter School, and the Policy Manual shall be amended accordingly.
- c) **Special Need.** Upon a two-thirds (2/3) vote of the Directors present at a regular or special meeting called for that purpose, a special need may be declared. If a special need is declared, a policy may be adopted on first reading.

A proposed policy should reference the policy provision it will be amending. Ideally, the entire policy will be reprinted with new language in all caps, and language to be deleted lined out. New policies should include the proposed table of contents, policy title, and code number.

2.3 Board Review of Administrative Procedures

The Board recognizes its role of ensuring the fiscal and organizational health of the school through oversight and continuous progress monitoring. The Head of School shall be responsible for the day-to-day administration of affairs of Beacon College Preparatory Charter School and shall manage all activities of the school as prescribed by the Board. As a result, the Board need not review administrative policies and regulations in advance of issuance except as required by law. However, the Board should approve in advance any highly sensitive matters of policy and/or regulations that have the potential to impact its duties and obligations to Beacon College Preparatory Charter School and/or the Tennessee Department of Education. To that end, the Head of School shall exercise his or her discretion to identify and bring to the Board's attention any such policies and regulations prior to issuance.

Administrative policies and regulations should reference existing Board policy when applicable. The Board reserves the right to review administrative policies and regulations at its discretion. However, the Board shall revise or veto such regulations only when, in its judgment, such regulations are inconsistent with the Board's policies.

2.4 Compliance with Tennessee Open Meetings Act

The Open Meetings Act, commonly referred to as "Sunshine Law," is found in T.C.A. § 8-44-101 *et seq.* Any action taken in a meeting in violation of any of foregoing requirements is void. T.C.A. § 8-44-105. The requirements of this law are as follows:

1. All meetings of any governing body are declared to be public meetings and must be open to the public at all times. T.C.A. § 8-44-102;
2. Adequate public notice of all regular and special meetings must be given. T.C.A. § 8-44-103;
3. The minutes of the meetings must be recorded and open to public inspection and at a minimum must contain a record of the persons present, all motions, proposals and resolutions offered, the results of any votes taken, and a record of individual votes in the event of a roll call. T.C.A. § 8-44-104(a); and
4. All votes must be by public vote, public ballot, or public roll call; secret votes are prohibited. T.C.A. § 8-44-104(b).

2.5 Board Attendance Policy

Purpose. This policy was developed with the recognition that Board membership is voluntary and that individual members contribute their time and energy in different ways. However, because Board meetings are the only forum during which the Board can discuss and vote on major school policies and decisions, attendance at these meetings carries a special importance. All Board members will receive a copy of this policy to ensure that everyone is properly informed about the expectations for Board attendance.

Definitions. “Notified” Absence: For absence to be “notified,” a Board member must notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm the day of the meeting that s/he will be absent. “Un-notified” Absence: For absence to be “un-notified,” a Board member failed to notify the person running the meeting (usually Chair or Vice-Chair) by 12:00pm of meeting day that s/he will be absent.

Unsatisfactory Attendance. If any of the following conditions exist, an individual board member will be considered to have unsatisfactory attendance: (1) the member has two “un-notified” absences in a row; (2) the member has three “notified” absences in a row; or (3) the member misses one third of the total number of Board meetings during one of their term years.

Process for Responding to Unsatisfactory Attendance. The Board Secretary will keep track of Board member attendance through Board meeting minutes and will provide this information to the Chair. The Chair will directly contact Board member at risk of potentially violating the policy to issue both verbal and written warning as well as discuss the problem. If a Board member does violate the policy, the Chair will bring this to the Board’s attention for discussion, after which point a majority vote will be held to determine possible termination from the Board.

2.6 Public Attendance at Board Meetings

Beacon College Preparatory Charter School will provide opportunities for any member of the community to express interest in and concern for the school. Accordingly, all community members will have access and be notified well in advance of all open meetings of the Board. A pre-scheduled time for public comment shall be a part of every regular Board meeting. The Board reserves the right to establish reasonable time limits for such public comment.

Meetings are closed to the public only when the Board is meeting in executive session. An executive session may be called only to discuss matters not appropriate for public discussion, as defined under

Tennessee law. An executive session may be called only upon the affirmative vote of two-thirds of the quorum present. No formal action of the Board may be taken in any executive session.

Persons who wish to make requests, presentations, or proposals to the Board should direct any inquiry to the Head of School, who will respond according to the following procedures:

- a) The Head of School will consult with the Board Chair and, if appropriate, other Board members about including the request on the agenda for the next regularly scheduled Board meeting.
- b) If the item is included on the agenda, the Board will receive in their packet for the next regularly scheduled meeting written information directly from the person making the request. If specific Board action is being requested, that action should be in the written document.
- c) The person may present their information orally to the Board when the agenda item is discussed. The Board reserves right to establish reasonable time limits for public comment and presentations.

Notice of meetings of the Beacon College Preparatory Charter School Board shall be posted in the school offices and on the school website at least 7 days prior to the meeting and in full compliance with all public meeting laws in the State of Tennessee.

2.7 Standing Board Committees

Academic Achievement Committee – The Academic Achievement Committee will be responsible for reviewing school assessment policies and procedures and ensuring that those policies conform to district and state standards. The Academic Accountability Committee is also responsible for reviewing results of school assessment programs and reporting findings to the Board.

Finance Committee – The Finance Committee is responsible for reviewing and submitting an annual balanced budget to the Board and, after Board approval, making the budget available to the public. The Finance Committee will also oversee preparation of the annual report, including audited financial statements, and other exhibits required by the Tennessee Department of Education, and make them available to the public as stated in Tennessee law.

Governance Committee – The Governance Committee is responsible for setting criteria for Board election, and identifying and evaluating candidates for the Board of Directors. The Governance Committee will present a slate of candidates for election to the Board at least once annually. Election will be by a simple majority of the sitting Board. The Governance Committee will also conduct the Board self-evaluation, described in **Section 2.13**, and write and review all board policy.

2.8 Ad-Hoc Committees

The Beacon College Preparatory Charter School Charter School Board of Directors reserves, per its bylaws, the ability to appoint ad-hoc committees of an advisory nature regarding pertinent business of the board comprised of board members or community members appointed by the board.

2.9 Board Fundraising Policy

The Beacon College Preparatory Charter School Charter School Board of Directors is a 100% giving Board. Board members are expected to give an annual monetary gift to Beacon College Preparatory Charter School and are asked to make Beacon College Preparatory Charter School a priority in their personal giving. Board members are expected to be involved in fundraising by using their personal and business connections when appropriate, by soliciting funds when appropriate, by serving on fund-raising committees, and by attending fund-raising events.

2.9 Board Election Procedures

The Governance Committee shall prepare and submit to the Board a report of the nominees it recommends for election to the Board. The number of seats available shall be determined in accordance with the by-laws. Whenever possible, nominated board member credentials will be presented one meeting prior to their election. Board members will be elected by a 2/3 vote of the quorum present at the meeting during which elections are held. Each director shall serve from the next scheduled Board meeting after the election until the end of his or her term as determined by the Board.

2.10 Board Self-Evaluation

The Board believes that efficient and effective performance of the Board itself can have a significant impact on the overall success of the school and is an essential component of good governance. Therefore, the Board will conduct an annual assessment of its own work. The Governance Committee will conduct the assessment. This Committee shall determine the format of the assessment, but it must include a formal written survey/self-assessment tool. The evaluation process should be designed to encourage constructive feedback aimed at improvement.

2.11 Indemnification Policy

Beacon College Preparatory Charter School will purchase and maintain Directors and Officers Liability Insurance (often called D&O), liability insurance payable to the directors and officers of a corporation, or to the organization(s) itself, as indemnification (reimbursement) for losses or advancement of defense costs in the event an insured suffers such a loss as a result of a legal action brought for alleged wrongful acts in their capacity as directors and officers. The corporation will not provide indemnification for items arising from the individual's participation in an excess benefit or self-dealing transaction. Indemnification may also be denied in a proceeding brought by or on behalf of the corporation (except for expenses), if it is determined that the indemnitee did not meet the standard of conduct required. This indemnification includes expenses (including attorneys' fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit, or proceeding if s/he acted in good faith and in a matter s/he reasonably believed to be in or not opposed to the best interests of the Corporation. With respect to any criminal action or proceeding, s/he must also have had no reasonable cause to believe his/her conduct was unlawful.

Section 3: Ethics

3.1 Confidentiality Policy

It is the policy of Beacon College Preparatory Charter School that directors and employees may not disclose, divulge, or make accessible confidential information belonging to, or obtained through their affiliation with Beacon College Preparatory Charter School to any person, including relatives, friends, and business and professional associates, other than to persons who have a legitimate need for such information and to whom Beacon College Preparatory Charter School has authorized disclosure. Directors and employees shall use confidential information solely for the purpose of performing services as a director or employee for Beacon College Preparatory Charter School. This policy is not intended to prevent disclosure where disclosure is required by law. Directors must exercise good judgment and care at all times to avoid unauthorized or improper disclosures of confidential information. Conversations in public places, such as restaurants, elevators, and airplanes, should be limited to matters that do not pertain to information of a sensitive or confidential nature. In addition, directors and employees should be sensitive to the risk of inadvertent disclosure and should for example, refrain from leaving confidential information on desks or otherwise in plain view and refrain from the use of speaker phones to discuss confidential information if the conversation could be heard by unauthorized persons. At the end of a director's term in office or upon termination of an employee's employment, he or she shall return, at the request of

Beacon College Preparatory Charter School all documents, papers, and other materials, regardless of medium, which may contain or be derived from confidential information, in his or her possession.

Section 4: Leadership

4.1 Head of School Policy

The Board shall rely on its Chair and the Head of School to provide professional and administrative leadership. The Head of School shall be hired by and report directly to the Board of Directors.

The Head of School will be responsible for the day-to-day administration of the school's affairs and will manage and direct all activities of the organization as prescribed by the Board. The Head of School will have the power to hire and discharge employees of the school and will oversee and direct their activities in carrying out the work of the school. The Head of School is the Board's only link to operational achievement and conduct, so that all authority and accountability of staff, as far as the board is concerned, is considered the authority and accountability of the Head of School. The Head of School will, directly or indirectly, supervise all other staff members employed by the school and is responsible for selecting staff members, conducting staff evaluations, and recommending compensation levels. Therefore:

1. The Board will never give instructions to persons who report directly or indirectly to the Head of School.
2. The Board will refrain from evaluating any staff other than the Head of School.
3. The board will use the performance of the school as a primary indicator of the school leader's performance

4.2 Evaluation of the Head of School

Charter schools receive autonomy over fiscal management and the academic program in exchange for accountability, which measures the school's attainment of specific mission-oriented academic, operational, and governance goals. The Board of Directors' key responsibility is to manage the school through the performance of the Head of School of Beacon College Preparatory Charter School Charter School. There are three core purposes of the evaluation: to recognize areas of particular strength and success, to identify areas for improvement and/or focus, articulate areas for improvement and/or focus, and to inform the board's request for a plan of action from the school leader that addresses how the goals in the charter will be met. Annually, the Board will convene an ad hoc Head of School Evaluation Committee, to consist of three members to include the Board Chair, the Treasurer, and a member of the Academic Accountability Committee. The Committee will conduct the evaluation in accordance with its Head of School Evaluation Protocol (which provides guidelines for: how to gather information to inform the evaluation; a timeline for evaluation activities that aligns with the school year; and what to include in the written evaluation document).

4.3 Leadership and Sustainability

The Beacon College Preparatory Charter School charter school will have a sustainability policy that: (a) Ensures ongoing and continuous development of leadership capacity at the Head of School and Board levels, (b) Responds in a timely and effective manner to an emergency leadership transition, and (c) Responds in a timely and effective manner to a planned leadership transition.

Section 5: Media Policy

5.1 Media policy

This Media Policy applies to all employees of Beacon College Preparatory Charter School as well as members of the Board of Directors. This policy covers all external news media including broadcast, electronic, and print.

To ensure the quality and consistency of organizational information disseminated to media sources, the following policy shall be enforced:

- All media contacts are to be handled by the Head of School, or his or her designee, regardless of who the media representative is or whom he or she represents or how innocuous the request.
- All press releases or other promotional materials are to be approved by the Head of School or his or her designee prior to dissemination.

If a reporter, producer, or other news media person should contact an employee of Beacon College Preparatory Charter School or a member of the Board of Directors, the individual who is contacted should refer the media person to the Head of School.

Section 6: Finance and Accounting

6.1 Finances

The Board of Directors of Beacon College Preparatory Charter School Charter School will ratify, annually review and maintain a separate Fiscal Policy Manual to cover the robust breadth and depth of fiscal compliance and governance.

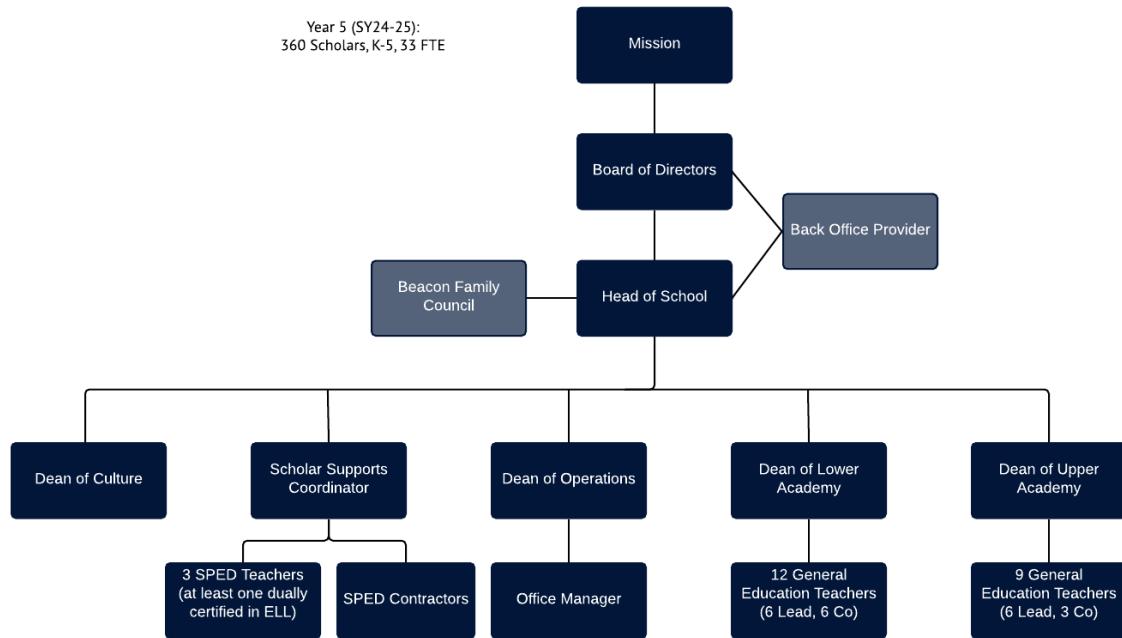
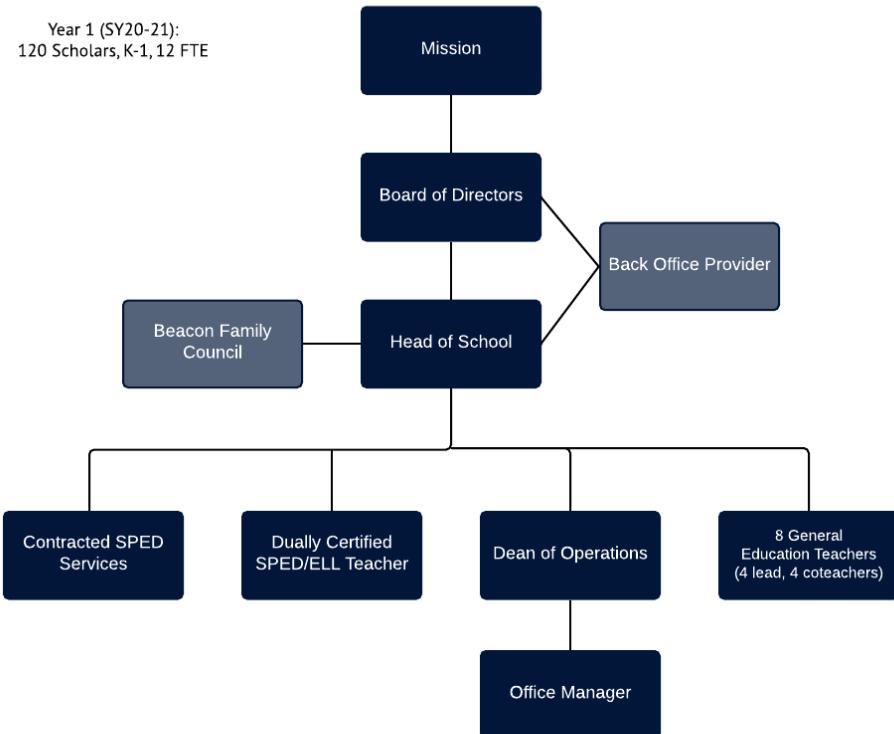
This Policy Manual will contain clear policies to provide for legal compliance, best practices in alignment with Generally Accepted Accounting Principles and best-in-class fiscal governance.

In order to establish these policies, Beacon College Preparatory Charter School will consult with a back office provider in creating a draft financial policy handbook which will ultimately be approved by the Board. The policies and procedures will detail the internal institutional controls necessary in reporting, procurement, purchasing, and all transactional approvals. The Head of School, Director of Operations, and Treasurer will serve as the three chief financial agents of the organization; all processes requiring the disbursement and management of funds will require the proper segregation of duties and double approvals necessary to ensure fiscal oversight, and compliance with the law and GAAP. Minimally, the policies will outline:

- Preparation of financial statements such as Balance Sheets, Cash Flow, YTD Actuals to ensure timely, accurate review by the Finance Committee and Board of Directors
- Budgeting creating and approval process which allow for thorough review by the Finance Committee and approval for timely submission to the authorizer
- Securing a reputable auditor, and engaging in an annual audit
- Bank account management and segregation of duties between issuing and signing checks, opening and closing accounts, and completing monthly reconciliations
- Petty cash management policy and deposit policy
- Contracting and RFP thresholds processes and policies
- Purchasing controls and segregation of duties

Management and the Treasurer will collaborate with a back-office provider to create a draft financial policy

Attachment G: School Organizational Charts



Attachment H: School Leader Resume

JOSEPH C. BOLDUC

195 Buena Vista Pl. Apt 2 · Memphis, TN · jbolduc@buildingexceeltschools.org · 901.653.0965

PROFESSIONAL EXPERIENCE

Building Excellent Schools, Memphis, TN

Fellow

August 2018-Present

- Leads all school design planning for proposed charter school for Memphis, TN
- Builds and leads Founding Team that will seed the Governing Board
- Leads all community outreach and engagement for proposed charter school
- Completes Leadership Residency at Nashville Classical Charter School
- Receives 400+ hours of rigorous leadership training program that equips school founders with needed skills to found and lead a quality school including managing instruction, finance, operations, culture, and external relations

Democracy Prep Congress Heights, Washington, D.C.

Assistant Campus Director.

June 2017-June 2018

- Developed 15 fourth and fifth grade teachers of varying experience and skill sets as instructional coach.
- Conducted weekly coaching conversations based on observation feedback, data analysis, and teacher goals.
- Collaborated with network curriculum specialists in bi-weekly meetings on pacing, scope and sequences, teacher development, and coaching to drive student achievement and teacher performance.
- Created, implemented, maintained, and assessed school-wide systems such as scholar arrival and dismissal procedures, homework preparation, lesson plan submission, and teacher planning/intellectual preparation.
- Planned and executed professional development to wide range of audiences around various topics. Audiences ranged from whole school, to grade band, to differentiated groups based on skill sets. PD topics included Teach Like a Champion taxonomies, intellectual preparation and planning of Eureka Math and Ready Reading, classroom set-up, etc.

Leader U Resident

June 2016-June 2017

- Two-year, cohort model program designed to equip future school leaders with skills and knowledge to successfully lead high performing school - Promoted from within program to Assistant Campus Director
- Increased instructional coaching expertise through bi-weekly coaching and collaboration with coach and cohort, using video analysis, co-observation, and norming sessions across elementary/middle/high school.
- Attended sessions and engaged in conversations with network curriculum writers and experts to determine how curriculum is developed and why curricular choices are made across range of grades.
- Developed associate teacher to gradually assume lead teaching responsibilities through daily modeling real-time coaching, collaborative goal setting, and weekly coaching meetings.
- Grew coaching responsibilities from 2 teachers to 12 over course of 3 months through thoughtful planning and transition of teaching responsibilities to the associate.
- Created model for Elementary Leader U program to be replicated in other regions with new cohort of Residents.
- Organized Saturday Academy program. Responsibilities included developing curriculum, increasing attendance by 83% from Trimester 1 to Trimester 3 and responding to STEP and Eureka math data by planning reteach lessons based on scholar need.
- Served as School Test Coordinator for 2017 PARCC assessment. Responsibilities included developing Test Security Plan, creating and training staff in testing schedules and procedures, collaborating with Special Education and Operations teams, communicating with Office of the State Superintendent of Education (OSSE), and overseeing day-to-day needs of school-wide testing environment.

Culture Planning Team – Elementary Representative

June 2015-June 2016

- Work with leadership to create 2015-16 Culture Plan by reflecting on 2014-15 SY and creating big goals and action steps for 2016-17 SY for attendance, staff culture, students culture and family engagement.

Family Engagement Leadership Fellow, Flamboyan Foundation

July 2015-June 2016

- Strengthened school-wide family engagement practices, including home visits, ongoing communication and parent-teacher conferences, through regular professional development and consultation with coaches.
- Conducted home visits for 80% of scholars and achieved 90% attendance for Data Nights and Parent Teacher Conferences.

First and Third Grade Teacher, Grade Level Chair

August 2014-December 2016

- Planned and implemented CCSS-aligned curriculum, driving student achievement through constant data analysis using a variety of assessments such as STEP, Eureka Math, and MAP.
- Created and maintained strong, disciplined classroom systems and routines as well as executed school-wide behavior management system, while maintaining positive classroom culture.
- Led grade level teams and supported colleagues in improving instructional and behavior management techniques, data implementation, and in operational systems.

City Invincible Charter School (CICS), Camden, NJ

Second Grade Teacher and Teacher Liaison Big Sibs Program

July 2012-June 2014

- Represented teachers as member of Teacher Advisory Committee. Worked closely with administration to address changes to school-wide systems, curriculum, and policies.
- Launched Big Sibs, college exposure and mentoring program, in partnership with CICS's Civic Engagement Leader and Princeton University.
- Designed training program for undergraduate students focused on relationship building and developed weekend programming for children, including tutoring sessions, college tours, and community service events.

EDUCATION

The University of North Carolina at Greensboro (UNCG), Greensboro, NC

Bachelor of History, May 2012

Attachment I: Employee Manual/Personnel Policies



Beacon College Prep Public Charter School

**Employee Handbook
School Year 2020-2021**

*This handbook is informed by the handbook of Memphis Merit Academy;
we are grateful for their sharing of resources with us in the creation of this document.*

WELCOME

Welcome to Beacon College Prep! We are excited for you to help fulfill Beacon College Prep's mission of preparing all kindergarten through fifth grade scholars to succeed in college and contribute positively to their communities within an academically rigorous, purposefully structured, and joyful community.

Beacon College Prep provides this Employee Handbook to all employees to provide important information about their employment with Beacon College Prep. We encourage employees to read this handbook carefully and store it somewhere easily accessible for future reference.

This Employee Handbook is designed to give a brief description of the policies and benefits for employees, which will be helpful during their employment at Beacon College Prep. Many of the benefits described in this Employee Manual, including insurance benefits, retirement plans, etc., are also the subject of detailed written plans and policies which are available for employees' review on request to the Head of School or Dean of Operations. If a question arises about the nature and extent of plan benefits or if there is conflicting language in the benefit plan documents and this Employee Manual, the formal language of the benefit plan documents govern. The information in this Employee Handbook about plan benefits is intended only for general information purposes.

Flexibility in personnel matters is important to Beacon College Prep's ability to respond to the changing needs of Beacon College Prep's organization, employees, students and communities. Beacon College Prep therefore reserves the right to change, replace, suspend or discontinue any part or parts of the policies in this Employee Handbook at any time without prior notice. Any such action shall apply to existing as well as to future employees. The benefits, rules and regulations in this Employee Handbook are subject to change at any time and do not represent a contractual obligation on the part of Beacon College Prep. This Employee Handbook replaces any and all previous Beacon College Prep Employee Handbooks, whether written or oral.

PERSONNEL POLICIES AND PROCEDURES

Equal Opportunity in Hiring and Employment

Beacon College Prep is an Equal Opportunity Employer ("EOE"). The School's EEO policy prohibits discrimination in employment based on race, color, religion, national origin, disability, sex, age, sexual orientation, marital status, or any other basis prohibited by applicable law. Beacon College Prep prohibits discrimination against individuals with disabilities and will reasonably accommodate applicants with a disability, upon request, and will also ensure reasonable accommodation for employees with a disability. Under this policy, equal employment opportunity is required in recruitment, hiring, training and development, promotion, termination, compensation, benefits, and all other terms, conditions, and privileges of employment as required by applicable law.

Any employee who believes that a violation of this policy has occurred should bring the matter to the immediate attention of his or her supervisor. An employee who is uncomfortable for any reason in bringing such a matter to the attention of his or her supervisor shall report the matter to another supervisor, human resources representative, or the Head of School. The School will investigate all such allegations and prohibits any form of retaliation against any employee making such a complaint.

Beacon College Prep requires employees to abide by applicable federal and state nondiscrimination laws in their dealings with all members of the Beacon College Prep community—including visitors, vendors, and suppliers.

Employees with Disabilities

As implied by the Nondiscrimination Policy, above, it is the policy of Beacon College Prep to comply with all laws concerning the employment of persons with disabilities, including the Americans with Disabilities Act, as amended. Beacon College Prep will not discriminate against qualified individuals with physical or mental disabilities in regard to application procedures, hiring, advancement, discharge, compensation, training, or other terms, conditions and privileges of employment.

An individual requesting a reasonable accommodation to a disability, including known limitations relating to pregnancy, childbirth, a related medical condition or breastfeeding, should present the request to the HR Specialist, who will engage in an interactive process with the applicant or employee to identify alternative reasonable accommodation. Beacon College Prep may require medical documentation certifying the disability and the related limitations. If a reasonable accommodation can be made that will enable to applicant or employee to perform the essential functions of the job without undue hardship to the school, Beacon College Prep will provide that accommodation. If more than one such accommodation is available, Beacon College prep will determine which accommodation will be offered.

Employment At-Will

It is the policy of Beacon College Prep that at-will employment can be terminated at the option of the employee or at the option of the Beacon College Prep, with or without cause, at any time and for any reason. No employee or representative of Beacon College Prep other than the Head of School has the authority to enter into any agreement providing for the employment of any employee for any specified period of time or otherwise modifying this at-will policy. Any such agreement must be explicit, in writing, and signed by the Head of School.

Employment Classifications

Beacon College Prep complies fully with the Fair Labor Standards Act ("FLSA") and all other applicable Federal and State of Tennessee wage and hour laws.

Exempt vs. Non-Exempt Employment

Non-exempt employees, as that term is defined in the FLSA, are entitled to receive overtime pay at a rate of one and one-half times their regular rate for all hours worked in excess of 40 hours in a work week. All other employees are not entitled to receive overtime pay. These other employees are referred to as "exempt" employees by the FLSA. If employees have questions regarding whether they are exempt or non-exempt, they should consult their offer of employment or ask the Dean of Operations.

Beacon College Prep will pay non-exempt employees for all hours worked. Non-exempt employees are prohibited from working "off the clock" or more than forty (40) hours per week even voluntarily without the prior, express consent of their supervisor, the Dean of Operations or the Head of School. In addition to the above categories, each employee will belong to another employment category as explained below.

Full-Time Employment

An employee is considered to be a "full-time" employee if he or she is employed on a full-time basis to fill a position which is regularly and consistently established within Beacon College Prep. An employee works full-time if he or she is regularly scheduled to work at least 30 hours per week. Full-time employees may be eligible to receive or participate in certain employee benefits, but only to the extent provided by the respective benefit plans ("Plan" or "Plans").

Part-Time Employment

An employee is considered to be a “part-time” employee if he or she is employed on a part-time basis to fill a position which is regularly and consistently established within Beacon College Prep. An employee works part-time if he or she is regularly scheduled to work less than 30 hours per week. Part-time employees generally are not eligible to receive employee benefits.

Temporary Employment

An employee is considered to be a “temporary” employee if he or she is employed to fill a position which is not regularly and consistently established within Beacon College Prep, including, but not limited to, faculty only employed to work during summers. A temporary employee is not considered a full-time or a part-time employee. Temporary employees generally are not eligible to receive employee benefits.

Anti-Harassment Policy

Beacon College Prep specifically prohibits any form of unlawful harassment based on race, color, age, sex, religion, national origin, disability, veteran status, marital status, gender identity, sexual orientation, or any other characteristic protected by law. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be the following: Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially when: Submission to such conduct is made either explicitly or implicitly a term or condition of employment; Submission to or rejection of such conduct is used as the basis for decisions affecting an individual’s employment; or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.

Reporting of Discrimination and/or Harassment

Any employee who has a complaint of sexual harassment or any other type of discriminatory harassment at work by anyone, including supervisors, co-workers, or visitors, should immediately bring the matter to the attention of the Head of School. In the event the harassment or discrimination involves the Head of School, the complaint may go directly to the Board of Directors via the Board Chair. If Beacon College Prep determines that a violation of this policy has occurred, it will take appropriate disciplinary action against the offending party, which can include warnings, suspension, or termination.

Background Checks

Beacon College Prep conducts background checks on prospective and current employees to help avert future problems (1) by identifying applicants or employees who could pose a threat to children or staff members and hence to the organization and its mission, and (2) by identifying applicants/employees who otherwise are not suitable for employment in their positions. Background checks may include verification of social security number, education, employment history, military service, professional licenses or certifications, residence, criminal record, motor vehicle record, financial record, employment references, and other background information.

Any misrepresentation, falsification, or material omission of information presented in the employment application/resume or at any point during the hiring process or during employment may result, as permitted by law, in Beacon College Prep's exclusion of the individual from further consideration for employment or, if the person has been hired, may result in termination of employment.

Once employed, an employee may expect that the School will repeat a criminal background check every five (5) years, but the School reserves the right to conduct more frequent screenings,

particularly when required to do so by an authorizing agency, a grantor, or other official. Employees who have signed an authorization of repeat checks will not be notified when these repeat checks occur.

A background check result revealing activity that renders an applicant or employee unsuitable for her or his position will be grounds for any disciplinary action—as permitted by law and as determined by supervisors—up to and including immediate termination for cause.

An employee must promptly notify the Dean of Operations and provide documents regarding any arrest alleging the commission of a crime or any conviction of a crime, regardless of any checks prompted by the School.

Tuberculosis Tests and Public Health Concerns

Prior to employment, employees must provide certain public health records, especially documentation of a negative tuberculosis test result. Any employee/prospective employee with a medical condition that interferes with taking a TB test or providing a negative result must discuss the matter promptly with the supervisor, who must report the issue to the Dean of Operations.

Once employed, an employee may expect to repeat a TB tests every two (2) years, but the School reserves the right to request more frequent screenings, particularly when required to do so by an authorizing agency, a grantor, or other official.

An employee must promptly notify the Dean of Operations of any serious communicable health condition (by way of example only, swine flu, chicken pox, or a positive tuberculosis test), regardless of any testing prompted by the School. The employee with a communicable condition may be asked for and must provide upon request (except where confidentiality is protected by law) documentation of the condition to the Dean of Operations.

Outside Activities

Employees are employed in a fiduciary relationship and a position of trust with Beacon College Prep and agree to exert their best efforts in the performance of, and shall devote all of their working time, attention and energies solely to, the interests of Beacon College Prep.

An employee's involvement in activities listed in (a) and (b) below is subject to conditions listed in the following paragraph and the following: (i) prior written approval of Beacon College Prep, which approval will be at Beacon College Prep's sole discretion; (ii) involvement does not interfere in any way with employee's satisfactory completion of the employee's duties and responsibilities to Beacon College Prep; and (iii) involvement does not have an adverse effect on the reputation or goodwill of Beacon College Prep. Subject to the conditions described in the next paragraph and in (i)-(iii) above, an employee may: (a) serve in a volunteer capacity as officer, director, trustee or advisor for professional organizations or other non- profit organization(s) with which the employee is affiliated so long as such service in no way interferes or conflicts with satisfactory completion of duties and responsibilities to Beacon College Prep; and (b) participate in outside workshops, speaking engagements, accreditation review teams, or any other brief engagement drawing on the employee's professional educational expertise (collectively, "Involvements").

Employees will inform Beacon College Prep of any: (a) existing Involvements prior to working for Beacon College Prep; and (b) other Involvements prior to agreeing to participate in any such Involvements.

In addition, employees may not provide any tutoring for hire to current students of Beacon College Prep, either during or outside the school year.

Compensation

Compensation

Beacon College Prep has no defined pay progression. No fixed annual compensation increases should be presumed. Pay, position responsibilities, and performance levels may be reviewed periodically by Beacon College Prep. Employees should discuss any questions they have regarding compensation directly with their supervisor.

Employee Evaluation

At Beacon College Prep, we are all lifelong learners. To support our collective development, all staff participate in informal and formal performance reviews and evaluations throughout the year.

Time Recording

Non-exempt employees shall complete timesheets for each pay period (pay periods end the 15th and the last work day of the month). These non-exempt employees shall record their time accurately on a daily basis. The timesheet must indicate all hours worked each day and vacation or other leave, if any, used during the pay period. Non-exempt employees shall sign the timesheet and submit it to the Dean of Operations at their campus or their supervisor, whichever is designated for approval, at the end of each work week. Employees shall not fill out or alter another employee's timesheet.

Pay Procedures

Employees are paid for regular work twice a month (on the 15th day and last day of every month) twenty-four times per year, unless they are covered by an employment agreement or contract that specifies otherwise. Direct deposit of paychecks is available. If you find an error in your paycheck, please report it immediately to the Dean of Operations.

Benefits

Employees are eligible to participate in the benefits program available to all full-time employees, including health, dental, life, and disability insurance benefits, subject to the terms and conditions of the benefit plans.

Work Schedules

Work Year, Week, Day

Beacon College Prep employees are expected to work as many hours each day as needed to contribute fully to the fulfillment of the School's mission. Teachers begin employment on the first day of Summer Institute and end June 30 the following year.

Administrative and non-instructional staff members work throughout the calendar year unless their employment agreement or contract specify otherwise. The normal workweek is Monday through Friday with an occasional weekend workday. Unless otherwise agreed upon with the Head of School, all staff must arrive at School at least 30 minutes prior to student arrival and remain at school until one hour after the completion of student dismissal.

Paid Time Off

Beacon College Prep provides employees with an allotment of Paid Time Off (PTO) as part of its compensation package (PTO is sometimes referred to as personal-time-off or as personal/sick days). Allotted leave will be prorated (not to fall below a minimum of one hour of paid leave for every 37 hours an employee works, not to exceed 7 days a year) if the term of employment is less than 12-months.

Ten-Month Employees

Ten-month employees receive 10 PTO days (or, in their first year, a prorated number not less than minimum described above). Teachers, Instructional Assistants, and Dedicated Aids are not

required to report to work over scheduled school breaks (spring break, winter break, summer break) under their regular offer letters.

Twelve-Month Employees

Twelve-month employees report to work during the full calendar year and are not required to report to work at any time when the school is completely closed (e.g. federal holiday). Full-time, regular, exempt, twelve-month employees receive twenty (20) days upon their first day of work (or, if hired late in the academic year, a prorated amount, not less than the minimum described above (one hour for every 37 hours worked not to exceed 7 days), during their first year of employment. Periods of unpaid leave shall count as continuous employment.

Employees other than full-time, regular employees receive PTO days as specified in their employment letters and in compliance with federal and state law.

Holidays

Beacon College Prep observes the following holidays: New Year's Day, Martin Luther King Day, Presidents' Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day and day after Thanksgiving and December 24, December 25, New Year's Eve. Other municipal or national holidays may be observed as announced by the Head of School.

Beacon College Prep will grant paid holiday time off to all regular full-time employees, as well as part-time employees regularly working 20 or more hours per week who otherwise would have been scheduled to work on the holiday.

Inclement Weather

Beacon College Prep follows Shelby County Schools ("SCS") for school closures, delays and early dismissals due to inclement weather. Only in extraordinary circumstances would we depart from SCS decisions to open (for example, if our building's power is out, but SCS are open). We will announce any closure, delay or early dismissal through email, automated phone calls and texts, social media, local television and radio stations, and our school website.

Bereavement Policy

Beacon College Prep provides eligible employees with paid time away from work for the purpose of attending a funeral and making necessary household adjustments due to the death of an immediate family member. All full-time and part-time employees are eligible for 5 consecutive days of bereavement leave. Immediate family covered by this benefit is defined to be the employee's spouse, child, sibling, parents (including step-parents and in-laws), grandparents, grandchildren, child's spouse, aunts, uncles, and first cousins.

At the discretion of the Head of School, additional unpaid time may be granted.

Military Leave

The Unified Services Employment and Re-employment Act (USERRA) provides job-protected leaves of absence to employees who serve in the military for up to five (5) years (cumulatively) and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Parental Leave

Full-time employees who take leave for the birth of a child, adoption of a child, or placement of a child in his/her home for foster care may qualify for Family Medical Leave and should carefully review the section on Family Medical Leave following this section. Beacon College Prep will grant all new parents two weeks of paid leave. After two weeks, employees may choose to use available Paid Time Off leave concurrently with Family Medical Leave.

Employees who give birth may be eligible to receive benefits under Beacon College Prep's short-term disability plan.

Family and Medical Leave

The Family and Medical Leave Act of 1993 ("FMLA") allows "eligible" staff members to take job-protected, unpaid leave, or to substitute appropriate paid leave if the staff member has earned or accrued it, up to a total of 12 work weeks in any 12 months. In certain cases, this leave may be taken on an intermittent basis rather than all at once, or the staff member may work a part-time schedule. What follows is a brief description of the benefits of the FMLA. Staff members with questions about the benefits provided under the FMLA should feel free to seek additional information from the Dean of Operations.

FMLA leave may be taken for any one, or for a combination of, the following reasons: birth of staff member's child or to care for newborn child; placement of adopted or foster child with staff member or to care for newly placed child; to care for staff member's spouse, child, or parent (but not in-law) with serious health condition; and/or; staff member's own serious health condition that makes staff member unable to perform one or more essential functions of job.

A staff member on FMLA leave is entitled to have health benefits maintained while on leave as if the staff member had continued to work instead of taking the leave. If a staff member was paying all or part of the premium payments prior to leave, the staff member would continue to pay his or her share during the leave period. The Beacon College Prep may, under certain circumstances, be permitted to recover the cost of the premiums paid while a staff member is on FMLA leave if the staff member does not return from leave.

Termination of Employment

Voluntary Termination

Employee should give at least 30-calendar days advance notice if they plan to leave their position at Beacon College Prep. Hourly employees are expected to give two weeks' notice. All other employees are expected to provide advance notice of resignation as outlined in their offer letter.

Involuntary Termination

Beacon College Prep may terminate an employee for Cause based on, among other factors, an individual's inability to attain the required level of performance in the job, failure to comply with required policies or standards of professional behavior applicable to employment, or failure to perform required duties.

Employment may be terminated due to position elimination. The School can terminate any employment Agreement(s) without. At-will employees are advised that Beacon College Prep may terminate employment at any time, for any reason, with or without Cause.

Termination for Cause

Employees must abide by the rules and policies explained in this Personnel Policy Manual; in their contracts or employment letters; or in written or verbal communications by School leaders, whether directed to the individual or distributed school-wide. Employees who fail to abide by School policies will be subject to disciplinary action, up to and including termination. Serious misconduct may result in immediate termination.

By way of example only, the School can terminate employment immediately and without notice for Cause for reasons including but not limited to serious misconduct of School policy and/or city, state, or federal law, such as abuse or mistreatment of any student, possession of a weapon on school grounds, or acts or threats of violence toward any employee, parent or other stakeholder.

For cause, the Head of School or her/his delegate may substitute for termination (at the Head of School's sole discretion) any other appropriate disciplinary action, including but not limited to suspension, with or without pay.

Termination Without Cause

Beacon College Prep may terminate any "at-will" employee without Cause at any time, without any notice. Beacon College Prep may substitute for termination without Cause other changes that business conditions demand, including but not limited to, furloughs and reduction of positions to part-time.

Procedure at Termination

Upon termination of employment, employees will receive their final pay in accordance with applicable laws. In cases of involuntary termination, the employee will receive his or her final pay on the next business day. In cases of voluntary termination, the employee will receive his or her final pay on the next scheduled pay period. All accrued, vested benefits that are due and payable upon termination will also be paid at this time. Other accrued benefits, such as benefits under retirement or savings plans, will be distributed under the terms of those plans.

Health Benefits Continuation (COBRA)

Federal law (COBRA) gives employees and qualified beneficiaries the opportunity to continue existing health insurance coverage under Beacon College Prep's health plan for a period of time after the occurrence of a "qualifying event" which otherwise would result in the loss of coverage. Some common qualifying events are termination of employment (whether by resignation, layoff, discharge, or even death), a substantial reduction in an employee's hours, an extended non-FMLA leave of absence, or legal separation or divorce of the employee and his or her spouse.

When such a qualifying event occurs, Beacon College Prep (or an authorized third-party administrator) will notify the employee of the right to continue health insurance coverage under COBRA, as well as the time limits and triggering events, which are applicable in order to continue coverage. To continue coverage, the employee (or beneficiary) must elect to exercise their COBRA rights in a timely manner and pay the total premiums required for coverage.

As required by law, Beacon College Prep will provide written notice to covered family members describing their separate rights under COBRA (such as rights of divorced spouse to continue coverage by payment of applicable premiums). It is important to keep Beacon College Prep advised of changes within the family unit so that appropriate, timely notices may be sent.

Exit Interviews

Beacon College Prep may schedule exit interviews at time of employment termination. The exit interview will afford opportunity to discuss such issues as benefits, conversion privileges, repayment of outstanding debts to Beacon College Prep, or return of Beacon College Prep-owned property. Suggestions, complaints, and questions can be addressed during the interview.

POLICIES AND STANDARDS OF CONDUCT

Dress Code

All Beacon College Prep staff are role models for our scholars and as such we follow a professional dress code. Staff should wear dress pants, chinos, skirt or dress, and a collared shirt, blouse, or a sweater and appropriate footwear (no sneakers or flip flops). On staff-only days, such as professional development days and Summer Institute, staff are welcome to wear work-appropriate jeans (i.e., no holes). At the discretion of the Head of School and Dean of Operations, exceptions will be made to this policy on certain occasions, such as field trips, or for certain staff, such as a physical education teacher.

Weapons

We are deeply committed to the safety of our Beacon College Prep community. To that end, we prohibit all persons, including team members, who enter Beacon College Prep property from carrying a handgun, firearm, knife, or other weapon of any kind regardless of whether the person is licensed to carry the weapon or not.

The only exception to our weapons policy will be police officers and security guards or other persons who have been given written consent by Beacon College Prep to carry a weapon on Beacon College Prep property.

When appropriate, in addition to any disciplinary actions that may be taken in accordance with the Disciplinary Action section of this Employee Manual, anyone who violates this policy may be referred to the appropriate police and legal authorities for prosecution.

Smoke-Free Workplace

For the health and comfort of our students, team members and families, smoking is not permitted on the premises of Beacon College Prep.

Drug-Free Workplace

In accordance with the Federal Drug-Free Workplace Act, which requires that Schools maintain a drug-free workplace as a condition of receiving federal grants and contracts, Beacon College Prep prohibits the possession, distribution or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any School activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. An employee taking prescription medicines as prescribed for that employee by a licensed medical doctor will not be in violation of this policy.

Protection of Confidential Information

Employees may, in the course of performing their duties for Beacon College Prep, have access to highly confidential information. Such confidential information includes, but is not limited to: Information about employees (such as compensation, evaluations, and the like); Personal information regarding students or their families; and Financial information about the organization.

Employees who improperly use or divulge any confidential information will be subject to disciplinary action, up to and including termination. Employees who regularly have access to confidential information may be required to sign specific acknowledgement of their non-disclosure obligation, but this policy that confidential information shall not be disclosed applies to all employees at all times irrespective of whether they have been asked to sign a specific non-disclosure statement. All employees are expected to treat confidential information with complete discretion.

Mandatory Reporting of Child Abuse, Neglect or Sexual Violation Concerns

All School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have “reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed –physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm. Once you become aware that a student may be a victim of abuse or neglect, you MUST take the following steps: (1) Notify the Head of School of the situation. (2) Call the DCS hotline at 1-877-542-2873. (3) Complete an incident report.

The Head of School will assist you and the student in understanding the ramifications of the call and will contact the parent/guardian if, in doing so, no further harm will come to the child. No one

in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of child abuse or neglect is subject to license suspension or revocation and commits a misdemeanor. False reporting information to the hotline is also a misdemeanor.

School and Employee Property

Beacon College Prep reserves the right to examine, inspect, or search at any time and without notice any and all Beacon College Prep property/workplaces and contents therein or thereon, including without limitation, Beacon College Prep vehicles (owned or rented), desks, offices, cabinets, lockers, and storage compartments. This policy applies to electronic devices/networks and to intellectual property, including but not limited to computer hard drives; other electronic devices; the School's servers and Local Area Network; cloud sites; remote-hosted sites; and the School's Web site and related Web-logs ("blogs"). No employee has the right to interfere with or prevent such examinations, inspections, or searches of Beacon College Prep property based on expectations of privacy or otherwise. The School may at Management's sole discretion impound or dispose of any item at School workplaces that Management reasonably believes either documents a significant violation of School policy or local, state, or federal law, or that undermines workplace safety or integrity. Any items that an employee does not want to have examined, inspected, or searched should not be brought to the workplace. This policy does not, however, require that the School police either its own or employees' property, nor is the School responsible for either the contents or the protection of employee personal property brought to the workplace.

DISPUTE RESOLUTION

Open Communication Policy

Employees should discuss any interpersonal issue with a co-worker directly. If a resolution is not reached, the employees should arrange a meeting with the Dean of Operations or their supervisor to discuss any concern, problem, or issue that arises during the course of employment. Retaliation against any employee for good-faith usage of open communication channels is unacceptable. In the event that the Dean of Operations or the employee's supervisor is unable to resolve the employee's questions or problems, or if an employee feels uncomfortable discussing this problem with the Head of School or the employee's supervisor, an appointment may be made with the Head of School.

While the Open Communication Policy is intended to promote conflict resolution through respectful employee dialogue, any employee who has a question, concern or feels that he/she has been subject to any type of discrimination, harassment or other inappropriate workplace behavior should immediately inform either the Dean of Operations or the Head of School.

Complaint Resolution Policy

For matters not involving concerns about harassment, discrimination or other inappropriate workplace behavior, if an employee has a complaint about a particular situation or person, the employee, if comfortable in doing so, should talk to the person who seems to be causing the situation or with whom the employee has the complaint. If the employee is unable to resolve the employee's complaint through a conversation with that individual, the employee should notify the offending employee's supervisor in writing that the employee wishes to begin a complaint process and would like a meeting with the supervisor. If the conversation with the supervisor does not resolve the complaint, the employee may present the complaint in writing to the Dean of Operations. If the conversation with the Dean of Operations does not address the concern, a final appeal may be made in writing to the Head of School. Complaints from individuals that have not followed these previous steps will not be acknowledged. Each individual will have 48 hours from

the receipt of the written information to respond to the complaint, and the employee bringing the complaint must wait until the end of that period before contacting the next person.

Receipt and Acknowledgment of Responsibility for Employee Manual

Please read the following statements, sign below, and return to the Director of Operations:

I have received and read a copy of Beacon College Prep's Employee Manual. I understand that this Employee Manual supersedes all prior employee manuals, and that the policies and benefits described in the Employee Manual are subject to change at the sole discretion of Beacon College Prep at any time.

I understand and accept that this Employee Manual is not a contract of employment and that nothing contained in this Employee Manual creates or may be construed as creating anything other than an employment at-will relationship.

Employee's Printed Name

Employee's Position

Employee's Signature

Date



March 18, 2019

**RE: Insurance Coverage for Beacon College Preparatory Charter School
Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

We are pleased to provide insurance services for **Beacon College Preparatory Charter School**. Our division specializes in education and schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Tennessee as required by law. Our program utilizes the following carriers which are admitted in the State of Tennessee: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, United States Fire Insurance Company.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Beacon College Preparatory Charter School, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation Workers' Compensation Part II (Employers' Liability)	As specified by Tennessee Statutes \$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Fiduciary Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime Employee Dishonesty Forgery or Alteration Inside Premises – Theft of Monies & Securities Outside the Premises Computer Fraud Money Orders/Counterfeit Papers	\$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence \$1,000,000 per occurrence
Bonds	Can secure a Fidelity and or ERISA bond if required
Property and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow





Student Accident Coverage* (including or excluding football)	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000 \$500,000 per loss or claim/aggregate limit
Cyber Security Liability**	
Coverage	Limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	
Options up to \$25,000,000	
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	
**Recommended coverage, however may not be required by charter authorizer	

Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Tennessee Authorizers.

Coverage	Year 0 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,200
Directors & Officers / Employment Practices / Fiduciary	Included
Property	N/A
Excess \$10 million Limits (follow form over underlying)	N/A
Workers Compensation/Employers Liability	N/A
Total Annual Premium	\$ 3,200

Premiums are based upon year 0 projections of 0 students, 0 staff members, \$Enter amount payroll, no contents

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	
Directors & Officers / Employment Practices / Fiduciary	
Property	
Excess \$10 million Limits (follow form over underlying)	
Workers Compensation/Employers Liability	
Total Annual Premium	

Premiums are based upon 2nd year projections of # of Students students, # of Staff staff members, \$Enter amount payroll, \$Enter Amount Contents,





Tentative Timeline for Insurance Coverages

As part of your planning process, we have prepared a timeline for buying the insurance package before start of the school year. See below for each coverage:

<u>Coverage</u>	<u>Timeline</u>
Directors and Officers /Educators Legal Liability	As soon as board is formed and making school based decisions (contracts)
Employment Practices Liability	Before first employee is hired
Workers Compensation	When first employee is hired or board is formed.
General Liability, Excess, Crime, Sexual Abuse, Auto Liability, Student Accident (please ask for this separately if you would like the coverage).	When lease agreement is signed or property is purchased (landlord will require General Liability coverage).
Property/Flood	As soon as you acquire contents/school equipment

Please let me know if you have any questions.

Sincerely,



Attachment O: Budget Worksheet



New Charter School Application Budget Template Instructions

Template Tabs

1) Proposed School Information	Enter proposed school name, contact information, and proposed year of opening
2) Student Assumptions	Enter enrollment and key student demographic information assumptions
3) Pre-Opening Budget	Enter budget details and assumptions for 12 month period prior to Year 1
4) Pre-Opening Cash Flow	Enter cash flow details and assumptions for 12 month period prior to Year 1
5) Years 1-5 Staff Assumptions	Enter staffing assumptions; assumptions will drive over tabs
6) Year 1 Budget	Enter budget details and assumptions for Year 1
7) Year 1 Cash Flow	Enter cash flow details and assumptions for Year 1 (July to June 12 month period)
8) Years 2 through 5 Budget	Enter budget details and assumptions for Years 2 through 5
9) Summary	Informational; enter a starting fund balance if applicable

Template Guidance

- Input financial information into light yellow cells
- Input assumption information or notes into light green cells
- Provides additional information or instruction for specific tab or section of tab
- Cells with red comment tag include additional guidance and instruction

Note: This is not a budgeting tool, but rather a standardized format for sharing key budget information for the proposed charter school. You may add additional worksheets to this workbook to otherwise supplement the information being provided on the existing worksheets.

Developed in partnership with



Template Version 02222017

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Proposed School Information

Proposed School Name

Beacon College Preparatory Charter School

Lead Sponsor Name

Joseph Bolduc

Lead Sponsor E-mail Address

jbolduc@buildingexcellentschools.org

Lead Sponsor Phone Number

901.695.0965

CMO/EMO Affiliation

Proposed Authorizer

Shelby County Schools

Proposed Opening Grade Level(s)

Kindergarten, First Grade

Proposed Final Grade Level(s)

Kindergarten through Fifth Grade

Proposed First Year of Operations

2020-21

Anticipated Enrollment

Year 1	Year 2	Year 3	Year 4	Year 5
120	180	240	300	360

Note: These cells auto-populate after completing Tab 2.

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Student Assumptions

Enrollment Assumptions

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Pre-Kindergarten (Informational Only)

0	0	0	0	0
---	---	---	---	---

Kindergarten

60	60	60	60	60
----	----	----	----	----

1st Grade

60	60	60	60	60
----	----	----	----	----

2nd Grade

0	60	60	60	60
---	----	----	----	----

3rd Grade

0	0	60	60	60
---	---	----	----	----

4th Grade

0	0	0	60	60
---	---	---	----	----

5th Grade

0	0	0	0	60
---	---	---	---	----

6th Grade

0	0	0	0	0
---	---	---	---	---

7th Grade

0	0	0	0	0
---	---	---	---	---

8th Grade

0	0	0	0	0
---	---	---	---	---

9th Grade

0	0	0	0	0
---	---	---	---	---

10th Grade

0	0	0	0	0
---	---	---	---	---

11th Grade

0	0	0	0	0
---	---	---	---	---

12th Grade

0	0	0	0	0
---	---	---	---	---

Total Enrollment (excluding Pre-Kindergarten)

120	180	240	300	360
-----	-----	-----	-----	-----

Change in Net Enrollment

120	60	60	60	60
-----	----	----	----	----

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Student Assumptions

	# of Classes By Grade				
	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-Kindergarten (Informational Only)	0	0	0	0	0
Kindergarten	2	2	2	2	2
1st Grade	2	2	2	2	2
2nd Grade	0	2	2	2	2
3rd Grade	0	0	2	2	2
4th Grade	0	0	0	2	2
5th Grade	0	0	0	0	2
6th Grade	0	0	0	0	0
7th Grade	0	0	0	0	0
8th Grade	0	0	0	0	0
9th Grade	0	0	0	0	0
10th Grade	0	0	0	0	0
11th Grade	0	0	0	0	0
12th Grade	0	0	0	0	0
Total # of Classes	4	6	8	10	12
Change in Net # of Classes	4	2	2	2	2

Other Key Assumptions
Enter Estimated Percentages

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Student Assumptions

SPED %	11%	11%	11%	11%	11%
SPED Count	13	20	26	33	40
ELL %	5%	5%	5%	5%	5%
ELL Count	6	9	12	15	18
Anticipated Paid %	30%	30%	30%	30%	30%
Anticipated Reduced %	10%	10%	10%	10%	10%
Anticipated Free %	60%	60%	60%	60%	60%
Anticipated Paid Count	36	54	72	90	108
Anticipated Reduced Count	12	18	24	30	36
Anticipated Free Count	72	108	144	180	216
Total Free and Reduced Count	84	126	168	210	252
School Days	186	186	186	186	186
Attendance Rate	96%	96%	96%	96%	96%

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Pre-Opening Budget

Revenue Assumptions			
		Year 0 2019-20	
Federal Revenues	Rate/Assumption	Amount	Assumption Notes
CSP Startup Grant		-	
Fundraising & Philanthropy			Detail any private funding sources
Walton Family Foundation	\$325,000	\$250,000	Assumes receipt of grant upon charter authorization; \$250K disbursed in planning year; \$75K deferred to Y1; please see Letter of Support in XXX.
Board Committed Fundraising	\$30,000	\$30,000	Assumes board commitment to donate or raise \$30K; please see Letter of Support in XXX.
Other		\$0	
Other		\$0	
Other		\$0	
Total Revenues		280,000	
Additional Space to Provide Fundraising Details			
Compensation Assumptions			
		Year 0 2019-20	
Administrative Staff	FTE Count	Assumption Notes	
Principal/School Leader	0.83	\$79,167	Assumes no salary needed in Jul & Aug 2019 due to BES stipend; 10-month salary Sept 2019 through Jun 2020 at prorated annual salary of \$95,000
Assistant Principal	0.00	\$0	
Special Education Coordinator	0.00	\$0	
Deans, Directors	0.50	\$30,000	Assumes one Dean of Operations hired in Jan 2020; 6 month salary from Jan through Jun 2020 at prorated annual salary of \$60,000
Other (Specify in Assumptions)	0.00	\$0	
Total Administrative Compensation	1.33	109,167	
Instructional Staff			
Teachers	0.00	\$0	
Special Education Teachers	0.00	\$0	
Educational Assistants/Aides	0.00	\$0	
Elective Teachers	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Instructional Compensation	0.00	-	
Non-Instructional Staff			
Clerical Staff	0.00	\$0	
Custodial Staff	0.00	\$0	
Operations	0.00	\$0	
Social Workers/Counseling	0.00	\$0	
Other (Specify in Assumptions)	0.00	\$0	
Total Non-Instructional Compensation	0.00	-	
Bonus			
Other Non FTE Compensation		-	
Other Non FTE Compensation		-	

Beacon College Preparatory Charter School New Charter School Application Budget Template		
Pre-Opening Budget		
Other Non FTE Compensation		
Total FTE Count	1.33	
Total Compensation		109,167
Employer Benefits & Tax Assumptions		
Year 0		
2019-20		
Social Security	6.20%	\$6,768
Medicare	1.45%	\$1,583
State Unemployment	\$300	\$900
Disability/Life Insurance	0.00%	\$0
Workers Compensation Insurance	1.00%	\$1,092
Other Fringe Benefits	0.00%	\$0
Medical Insurance	\$300	\$4,800
Dental Insurance	\$75	\$1,200
Vision Insurance	\$25	\$400
Other Retirement	0.00%	\$0
Total Employer Benefits & Taxes		16,743
Operating Expenses		
Year 0		
2019-20		
Contracted Services		Assumption Notes
Professional Development	\$10,000	travel to other high-performing charter schools, curriculum workshops, BES weekend warriors, etc.
Financial Services	\$2,000	Assumes \$2,000 monthly fee from Sept 2019 through Jun 2020, includes AP, payroll, accounting, financial reporting, budgeting, etc.
Audit Services	\$0	
Legal Fees	\$2,500	Assumes a legal retainer; one time rate of \$2,500
Copier Lease and Usage	\$500	Assumes \$500 per month per copier, for 3 months.
Internet and Phone Service	\$0	
Cell Phone Service	\$0	
Payroll Services	\$25	Assumes a \$25 per month payroll processing fees for HoS from Sept 2019 through Jun 2020 + DoO from Jan through Jun 2020
Health Services	\$0	
Transportation	\$0	
IT Services	\$0	
Contracted SPED Services	\$0	
Insurance	\$3,000	Assumes a one time D&O + liability insurance payment for Fall 2019
Postal Charges	\$20	Assumes \$ per student for enrollment information and welcome packets
Bank Charges	\$20	Assumes \$20 per month for account fees
Supplies & Materials		
Textbooks and Instructional Supplies	\$0	
Education Software	\$0	
Student Supplies	\$25	Assumes \$25 per student in Y1, bought at end of fiscal year to ensure readiness for start of year Y1
Faculty Supplies	\$0	
Library Books	\$40	Assumes \$40 per student in Y1, bought at end of fiscal year to ensure readiness for start of year Y1; 4 Scholastic book sets at \$1200/each
Testing & Evaluation	\$0	
Student Laptops	\$0	
Faculty Laptops	\$900	Assumes \$900 per FTEs in Y1, bought at end of fiscal year to ensure readiness for start of year Y1 aside from HoS (Sept 2019) and DoO (Jan 2020)
Office Supplies	\$100	Assumes \$100 per month during pre-opening year from Sept 2019 through Jun 2020
Printing Paper	\$75	Assumes an average cost of \$75 per month from Sept 2019 through Jun 2020
Marketing Materials	\$5,000	Materials used for student recruitment and family events such as flyers and branding
Student Uniforms	\$25	Assumes \$25 per student in Y1 uniform needs, bought at the end of the fiscal year to ensure readiness for start of Y1

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Pre-Opening Budget

Gifts & Awards - Students	\$0	\$0	
Gifts & Awards - Teachers and Staff	\$0	\$0	
Health Supplies	\$0	\$0	
Facility Related Expenses			
Rent			
Rent	\$8,500	\$25,500	Assumes \$8,500 per month in rent, utilities, and cleaning for Apr through Jun 2020
Utilities	\$0	\$0	
Custodial	\$0	\$0	
Waste	\$0	\$0	
Faculty Furniture	\$200	\$2,400	Assumes \$200 per FTE in Y1, bought at the end of the fiscal year to ensure readiness for start of Y1
Student Furniture	\$200	\$24,000	Assumes \$200 spent per student in Y1, bought at the end of the fiscal year to ensure readiness for start of Y1 (student tables, desks, chairs, carpets)
Internet/Network Equipment	\$0	\$0	
Other Equipment	\$0	\$0	
Building Decorum	\$0	\$0	
Tenant Improvements	\$0	\$0	
Other	\$0	\$0	
Other Charges			
Staff Recruitment	\$500	\$5,000	Assumes \$500 per new Y1 FTEs
Student Recruitment & Community Engagement	\$100	\$12,000	Assumes \$100 per student enrolled in Y1, includes new student orientations, canvassing, parent meetings, home visits, etc.
Parent & Staff Meetings	\$0	\$0	
Authorizer Fee	\$0	\$0	
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Total Operating Expenses		137,140	
Total Expenses		263,050	

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow

Cash Flow Summary														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Beginning Cash														
	1,063	252,127	239,880	225,234	213,887	202,124	183,229	164,633	146,637	115,442	68,246			
Revenues														
Federal Revenues														
Fundraising & Philanthropy	280,000	2,500	252,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	280,000	-
Total Revenues	280,000	2,500	252,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	280,000	-
Expenses														
Staffing	109,167	-	-	7,917	7,917	7,917	7,917	12,917	12,917	12,917	12,917	12,917	109,167	-
Employer Benefits & Taxes	16,743	-	-	1,085	1,385	1,085	1,085	1,917	2,517	1,917	1,917	1,917	16,743	-
Contracted Services	39,890	20	20	3,045	6,045	3,045	3,045	3,445	3,445	3,445	3,945	6,445	39,890	-
Supplies & Materials	28,350	-	-	1,283	383	383	800	1,700	800	800	4,200	5,700	12,300	28,350
Facility-Related Expenses	51,900	-	-	-	-	-	-	-	-	-	9,300	21,300	21,300	51,900
Other Charges	17,000	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	1,417	17,000	-
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	263,050	1,437	1,437	14,746	17,146	13,846	14,263	21,396	21,096	20,496	33,696	49,696	53,796	263,050
Operating Income (Loss)	16,950	1,063	251,063	(12,246)	(14,646)	(11,346)	(11,763)	(18,896)	(18,596)	(17,996)	(31,196)	(47,196)	(51,296)	16,950
Changes in Accounts Receivable														
Changes in Accounts Payable														
Line of Credit Proceeds														
Line of Credit Repayments														
Other Balance Sheet Activity														
Ending Cash	1,063	252,127	239,880	225,234	213,887	202,124	183,229	164,633	146,637	115,442	68,246	16,950		
Details of Cash Flow														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Revenues														
Federal Revenues														
CSP Startup Grant														
Fundraising & Philanthropy														
Walton Family Foundation	250,000	\$0	\$250,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	250,000	-
Board Committed Fundraising	30,000	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	30,000	monthly
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Revenues	280,000	2,500	252,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	280,000	-
Compensation														
Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0
2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Compensation														
Principal/School Leader	79,167	-	-	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	\$7,917	79,167	Sept 2019 - Jun 2020
Assistant Principal	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education Coordinator	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors	30,000	-	-	-	-	-	-	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	30,000	Jan - Jun 2020
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Administrative Compensation	109,167	-	-	7,917	7,917	7,917	7,917	12,917	12,917	12,917	12,917	12,917	109,167	-
Instructional Staff														
Teachers														
Special Education Teachers														
Educational Assistants/Aides														

**Beacon College Preparatory Charter School
New Charter School Application Budget Template
Pre-Opening Cash Flow**

Employer Benefits & Taxes

	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0	Year 0		
	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20	2019-20		
	Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Social Security	6,768	-	-	\$491	\$491	\$491	\$491	\$801	\$801	\$801	\$801	\$801	\$801	6,768	-	based on schedule of wages
Medicare	1,583	-	-	\$115	\$115	\$115	\$115	\$187	\$187	\$187	\$187	\$187	\$187	1,583	-	based on schedule of wages
State Unemployment	900	-	-	-	\$300	-	-	\$600	-	-	-	-	-	900	-	based on schedule of wages
Disability/Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a for pre-opening
Workers Compensation Insurance	1,092	-	-	\$79	\$79	\$79	\$79	\$129	\$129	\$129	\$129	\$129	\$129	1,092	-	based on schedule of wages
Other Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a for pre-opening
Medical Insurance	4,800	-	-	\$300	\$300	\$300	\$300	\$600	\$600	\$600	\$600	\$600	\$600	4,800	-	based on schedule of wages
Dental Insurance	1,200	-	-	\$75	\$75	\$75	\$75	\$150	\$150	\$150	\$150	\$150	\$150	1,200	-	based on schedule of wages
Vision Insurance	400	-	-	\$25	\$25	\$25	\$25	\$50	\$50	\$50	\$50	\$50	\$50	400	-	based on schedule of wages
Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a for pre-opening
Total Employer Benefits & Taxes	16,743	-	-	1,085	1,385	1,085	1,085	1,917	2,517	1,917	1,917	1,917	1,917	16,743	-	

Operating Expenses

Supplies & Materials

Beacon College Preparatory Charter School New Charter School Application Budget Template Pre-Opening Cash Flow															
Student Uniforms	3,000	-	-	-	-	-	-	-	-	-	\$1,500	\$1,500	3,000	-	May - Jun 2020
Gifts & Awards - Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Gifts & Awards - Teachers and Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Related Expenses															
Rent	25,500	-	-	-	-	-	-	-	-	\$8,500	\$8,500	\$8,500	25,500	-	Apr - Jun 2020
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Waste	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Faculty Furniture	2,400	-	-	-	-	-	-	-	-	\$800	\$800	\$800	2,400	-	Apr - Jun 2020
Student Furniture	24,000	-	-	-	-	-	-	-	-	-	\$12,000	\$12,000	24,000	-	May - Jun 2020
Internet/Network Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Building Decorum	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tenant Improvements	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Charges															
Staff Recruitment	5,000	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	\$417	5,000	-	monthly
Student Recruitment & Community Engagement	12,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	12,000	-	monthly
Parent & Staff Meetings	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Authorizer Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Debt Service															
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Expenses	137,140	1,437	1,437	5,745	7,845	4,845	5,262	6,562	5,662	5,662	18,862	34,862	38,962	137,140	-
Total Expenses	263,050	1,437	1,437	14,746	17,146	13,846	14,263	21,396	21,096	20,496	33,696	49,696	53,796	263,050	-

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

FTE Assumptions					
Fiscal Year Enrollment # of Classes	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
	120	180	240	300	360
	4	6	8	10	12
Administrative Staff					
Principal/School Leader	1.00	1.00	1.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Special Education Coordinator	0.00	0.00	1.00	1.00	1.00
Deans, Directors	0.00	1.00	2.00	2.00	3.00
Other (Specify in Assumptions)	1.00	1.00	1.00	1.00	1.00
Total Administrative FTE	2.00	3.00	5.00	5.00	6.00
Instructional Staff					
Teachers	4.00	6.00	8.00	10.00	12.00
Special Education Teachers	1.00	1.00	1.00	2.00	3.00
Educational Assistants/Aides	0.00	0.00	0.00	0.00	0.00
Elective Teachers	0.00	0.00	0.00	1.00	2.00
Other (Specify in Assumptions)	4.00	6.00	7.00	8.00	9.00
Total Instructional FTE	9.00	13.00	16.00	21.00	26.00
Non-Instructional Staff					
Clerical Staff	0.00	0.00	0.00	0.00	0.00
Custodial Staff	0.00	0.00	0.00	0.00	0.00
Operations	1.00	1.00	1.00	1.00	1.00
Social Workers/Counseling	0.00	0.00	0.00	0.00	0.00
Other (Specify in Assumptions)	0.00	0.00	0.00	0.00	0.00
Total Non-Instructional FTE	1.00	1.00	1.00	1.00	1.00
Total FTE	12.00	17.00	22.00	27.00	33.00
Compensation Assumptions					
	Year 1	Year 2	Year 3	Year 4	Year 5
	2020-21	2021-22	2022-23	2023-24	2024-25
Annual Increase	0.00%	2.00%	2.00%	2.00%	2.00%
Cumulative Increase	100.00%	102.00%	104.04%	106.12%	108.24%
Administrative Staff					
Base Assumption					
Principal/School Leader	\$95,000	96,900	98,838	100,815	102,831
Assistant Principal	\$0	-	-	-	-
Special Education Coordinator	\$54,000	-	55,080	56,182	57,305
Deans, Directors	\$60,000	60,000	122,400	124,848	191,017
Other (Specify in Assumptions)	\$60,000	60,000	62,424	63,672	64,946
Total Administrative Compensation	155,000	218,100	338,742	345,517	416,100
Instructional Staff					
Teachers	\$46,000	184,000	281,520	382,867	488,156
Special Education Teachers	\$50,000	50,000	51,000	52,020	101,000
Educational Assistants/Aides	\$0	-	-	-	-
Elective Teachers	\$42,000	-	-	-	44,571
Other (Specify in Assumptions)	\$40,000	160,000	244,800	291,312	339,587
Total Instructional Compensation	394,000	577,320	726,199	973,313	1,181,122
Non-Instructional Staff					
Clerical Staff	\$0	-	-	-	-
Custodial Staff	\$0	-	-	-	-
Operations	\$32,000	32,000	32,640	33,293	33,959
Social Workers/Counseling	\$0	-	-	-	-
Other (Specify in Assumptions)	\$0	-	-	-	-
Total Non-Instructional Compensation	32,000	32,640	33,293	33,959	34,638

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 1-5 Staff Assumptions

GLC Stipend	-	3,000	4,000	5,000	6,000
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Other Compensation	-	-	-	-	-
Total Compensation	581,000	831,060	1,102,234	1,357,788	1,637,860

Assumes \$1K per GLC starting in Y2, increases \$1K per year after to account for additional grades served

Employer Benefits & Tax Assumptions						
Base Assumption	Year 1	Year 2	Year 3	Year 4	Year 5	
	2020-21	2021-22	2022-23	2023-24	2024-25	
Social Security	6.20%	\$36,022	\$51,526	\$68,339	\$84,183	\$101,547
Medicare	1.45%	\$8,425	\$12,050	\$15,982	\$19,688	\$23,749
State Unemployment	\$400	\$4,800	\$6,800	\$8,800	\$10,800	\$13,200
Disability/Life Insurance	0.00%					
Workers Compensation Insurance	1.00%	\$5,810	\$8,311	\$11,022	\$13,578	\$16,379
Other Fringe Benefits	0.00%	\$0	\$0	\$0	\$0	\$0
Health Insurance Annual Increase						
Cumulative Increase		0.00%	4.00%	4.00%	4.00%	4.00%
	100.00%	104.00%	108.16%	112.49%	116.99%	
Medical Insurance	\$3,600	\$43,200	\$63,648	\$85,663	\$109,337	\$138,979
Dental Insurance	\$900	\$10,800	\$15,912	\$21,416	\$27,334	\$34,745
Vision Insurance	\$300	\$3,600	\$5,304	\$7,139	\$9,111	\$11,582
TCRS Certified Legacy	10.46%	\$60,773	\$86,929	\$115,294	\$142,025	\$171,320
TCRS Certified Hybrid	0.00%					
TCRS Classified Legacy	0.00%					
TCRS Classified Hybrid	0.00%					
Other Classified Retirement	0.00%					
Other Retirement	0.00%					

Assumes a rate of 6.2% of all wages each year of operation

Assumes a rate of 1.45% of all wages each year of operation

Assumes a rate of \$400 per FTE each year of operation

Assumes a rate of 1.00% of all wages each year of operation

Assumption Notes

Assumes an employer contribution of \$300 per month, per FTE each year; 4% increase each year beginning in Y2

Assumes an employer contribution of \$75 per month, per FTE each year; 4% increase each year beginning in Y2

Assumes an employer contribution of \$25 per month, per FTE each year; 4% increase each year beginning in Y2

Assumes a 10.46% employer contribution to TCRS for all wages each year (some staff may be Hybrid or Class, but this will be the max ER cost)

Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 1 Budget

Revenue Assumptions						
Annual Revenue Increase	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Year 1</td></tr> <tr><td style="text-align: center;">2020-21</td></tr> <tr style="background-color: #FFFACD;"><td style="text-align: center;">0.00%</td></tr> <tr><td style="text-align: center;">100.00%</td></tr> </table>	Year 1	2020-21	0.00%	100.00%	
Year 1						
2020-21						
0.00%						
100.00%						
Cumulative Increase						
State Revenues	Rate/Assumption	Assumption Notes				
Basic Education Program	\$8,464	\$1,015,680 Assumes \$8464 per 120 students enrolled in Y1; per DoE SCS FY18 funding rate sheet				
BEP Transportation Component	\$199	\$23,880 Assumes \$199 per 120 students enrolled in Y1; per DoE SCS FY18 funding rate sheet				
BEP Capital Outlay	\$300	\$36,000 Assumes \$300 per 120 students enrolled in Y1; per DoE SCS FY18 funding rate sheet				
Other	\$0	\$0				
Other	\$0	\$0				
Federal Revenues	\$0					
Title I	\$300	\$25,200 Assumes \$300 per FRL students (70% of 120 students in Y1)				
Title II	\$0	\$0				
Title III	\$0	\$0				
NSLP	\$0	\$0				
E-Rate	\$150	\$18,000 Assumes \$150 per student in Y1				
CSP Startup Grant	\$250,000	\$250,000 Assumes \$250,000 award in Y1, \$50,000 deferred to Y2 (total possible max payment of \$600,000)				
Other	\$0	\$0				
Other	\$0	\$0				
School Activity Revenues						
Other	\$0	\$0				
Other	\$0	\$0				
Other	\$0	\$0				
Other	\$0	\$0				
Fundraising & Philanthropy						
Walton Family Foundation	\$0	\$75,000 Assumes \$75,000 deferred from pre-opening year				
Board Committed Fundraising	\$30,000	\$30,000 Assumes board commitment to donate or raise \$30K; please see Letter of Support in XXX.				
Other	\$0	\$0				
Other	\$0	\$0				
Other	\$0	\$0				
Total Revenues	1,473,760					
Compensation						
	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr><td style="text-align: center;">Year 1</td></tr> <tr><td style="text-align: center;">2020-21</td></tr> </table>	Year 1	2020-21			
Year 1						
2020-21						
Administrative Staff	FTE Count	Assumption Notes				
Principal/School Leader	1.00	95,000 1 Head of School				
Assistant Principal	0.00	-				
Special Education Coordinator	0.00	-				

Beacon College Preparatory Charter School
New Charter School Application Budget Template

Year 1 Budget		
Deans, Directors	0.00	-
Other (Specify in Assumptions)	1.00	60,000 1 Dean of Operations
Total Administrative Compensation	2.00	155,000
Instructional Staff		
Teachers	4.00	184,000 4 Lead teachers
Special Education Teachers	1.00	50,000 1 SPED teacher
Educational Assistants/Aides	0.00	-
Elective Teachers	0.00	-
Other (Specify in Assumptions)	4.00	160,000 4 Co-Teachers
Total Instructional Compensation	9.00	394,000
Non-Instructional Staff		
Clerical Staff	0.00	-
Custodial Staff	0.00	-
Operations	1.00	32,000 1 Office Manager
Social Workers/Counseling	0.00	-
Other (Specify in Assumptions)	0.00	-
Total Non-Instructional Compensation	1.00	32,000
GLC Stipend		-
Other Compensation		-
Other Compensation		-
Other Compensation		-
Total Compensation		581,000
Employer Benefits & Taxes		
	Year 1	
	2020-21	
Assumption Notes		
Social Security	36,022	6.2% of wages
Medicare	8,425	1.45% of wages
State Unemployment	4,800	\$400 per FTE
Disability/Life Insurance	-	
Workers Compensation Insurance	5,810	1% of wages
Other Fringe Benefits	-	
Medical Insurance	43,200	average employer contribution of \$3,600 per employee
Dental Insurance	10,800	average employer contribution of \$900 per employee
Vision Insurance	3,600	average employer contribution of \$300 per employee
TCRS Certified Legacy	60,773	10.46% employer contribution to TCRS for all wages each year (some staff may be Hybrid or Class, but this will be the max ER cost)
TCRS Certified Hybrid	-	
TCRS Classified Legacy	-	
TCRS Classified Hybrid	-	
Other Classified Retirement	-	
Other Retirement	-	
Total Employer Benefits & Taxes		173,429

Operating Expenses

Beacon College Preparatory Charter School
New Charter School Application Budget Template

Year 1 Budget

Year 1
2020-21

Contracted Services

Professional Development	\$1,182
Financial Services	\$4,583
Audit Services	\$3,000
Legal Fees	\$2,500
Copier Lease and Usage	\$1,500
Internet and Phone Service	\$200
Cell Phone Service	\$500
Payroll Services	\$300
Health Services	\$15
Transportation	\$46,500
IT Services	\$9,600
Contracted SPED Services	\$1,154
Insurance	\$125
Postal Charges	\$8
Bank Charges	\$20

Assumption Notes		
\$13,000	Assumes \$1,182 per instructional and leadership FTE	
\$55,000	Assumes \$4,583 per 12 months; includes AP, payroll, accounting, financial reporting, budgeting, etc.	
\$3,000	Assumes \$3,000 for Form 990 filing; consolidated audit for Y0-Y1 not due until Dec 2021	
\$2,500	Assumes \$2,500 reserve	
\$18,000	Assumes \$500 per month per 3 copiers	
\$2,400	Assumes \$200 per month for building-wide phone and internet services	
\$6,000	Assumes \$500 per FTE	
\$3,600	Assumes \$300 per month for payroll processing fees	
\$1,800	Assumes \$15 per student; Well Child	
\$46,500	Assumes 1 bus route	
\$9,600	Assumes \$500 per month for IT support plus \$30 per student for SIS	
\$15,000	Assumes \$1,154 per student receiving SPED services	
\$15,000	Assumes \$15,000 for D&O, Property and Liability insurance	
\$960	Assumes \$8 per student	
\$240	Assumes \$20 per month for account fees	

Supplies & Materials

Textbooks and Instructional Supplies	\$75
Education Software	\$100
Student Supplies	\$50
Faculty Supplies	\$25
Library Books	\$40
Testing & Evaluation	\$25,000
Student Laptops	\$250
Faculty Laptops	\$900
Office Supplies	\$350
Printing Paper	\$40
Marketing Materials	\$200
Student Uniforms	\$25
Gifts & Awards - Students	\$20
Gifts & Awards - Teachers and Staff	\$75
Health Supplies	\$0

\$9,000	Assumes \$75 per student for classroom and instructional supplies	
\$12,000	Assumes \$100 per student (e.g. online curricular materials, blended learning)	
\$6,000	Assumes \$50 per student in Y1 for basic student supplies (e.g. notebooks, folders, markers, crayons, pencils, etc.)	
\$2,700	Assumes \$25 per month per Instructional FTE for lesson planning	
\$4,800	Assumes \$40 per student (replacement + new texts)	
\$25,000	Assumes \$22,000 for STEP materials + training; \$3,000 for other assessment materials	
\$10,000	Assumes \$250 per laptop; 1:3 laptop to student ratio	
\$4,500	Assumes \$900 per laptop per new Y2 FTEs	
\$4,200	Assumes \$350 per FTE (shelves, paperclips, staplers, etc.)	
\$4,800	Assumes \$4 per ream, 10 reams per student	
\$2,400	Assumes \$200 per month for website upkeep and any ongoing marketing campaigns	
\$3,600	Assumes \$25 per student (includes 2 polo uniform shirts + 1 uniform sweater from Agape North)	
\$2,400	Assumes \$20 per student	
\$900	Assumes \$75 per FTE	
\$0	Assumes that Health Supplies are covered in the cost of Health Services	

Facility Related Expenses

Rent	\$8,500
Utilities	\$1,600
Custodial	\$1,200
Waste	\$200
Faculty Furniture	\$200
Student Furniture	\$200
Internet/Network Equipment	\$8,000
Other Equipment	\$0
Building Decorum	\$5,000
Tenant Improvements	\$5
Other	\$0

\$102,000	Assumes \$8,500 per month	
\$19,200	Assumes \$1,600 per month	
\$14,400	Assumes \$1200 per month	
\$2,400	Assumes \$200 per month	
\$3,388	Assumes \$200 per new FTEs in Y2	
\$12,000	Assumes \$200 per new student in Y2	
\$8,000	Assumes \$8,000 for internet cabling, network, firewall, etc.	
\$0	Assumes that cost of Other Equipment is addressed in Instructional Supplies, Faculty Furniture, and Student Furniture	
\$5,000	Assumes cost of posters, prints, bulletin boards and other wall hangings	
\$48,000	Assumes \$5 per sq ft of building improvements at 80 sq ft per student	
\$0		
\$0		
\$0		
\$0		
\$0		

Other Charges

Staff Recruitment	\$15,000
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\$15,000	2 TFA @ \$6K each; \$3K other expenses (postings, fairs, travel, stipends to recruit dually certified staff)
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Beacon College Preparatory Charter School
New Charter School Application Budget Template

Year 1 Budget

Student Recruitment & Community Engagement	\$100	\$18,000	Assumes \$100 per student for retention + recruitment
Parent & Staff Meetings	\$30	\$720	Assumes 2 parent meetings/month, with a cost of \$30 per meeting (includes Parent University, Beacon Breakfast, etc.)
Authorizer Fee	\$31,187	\$31,187	Assumes Authorizer Fee equal to 3% of BEP revenues, not to exceed \$35,000
Other	\$0	\$0	
Debt Service			
Other	\$0	\$0	
Total Operating Expenses		564,195	
Total Expenses		1,318,624	

Beacon College Preparatory Charter School New Charter School Application Budget Template Year 1 Cash Flow															
Cash Flow Summary															
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Beginning Cash	16,950	16,950	27,220	15,405	58,150	56,961	66,036	129,296	138,096	134,197	201,322	207,821	105,826		
Revenues															
State Revenues	1,075,560	-	107,556	107,556	107,556	107,556	107,556	107,556	107,556	107,556	-	1,075,560	-		
Federal Revenues	293,200	51,500	1,500	57,800	1,500	1,500	57,800	1,500	1,500	57,800	1,500	57,800	293,200	-	
School Activity Revenues	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy	105,000	105,000	-	-	-	-	-	-	-	-	-	-	105,000	-	
Total Revenues	1,473,760	156,500	109,056	165,356	109,056	109,056	165,356	109,056	109,056	165,356	1,500	165,356	1,473,760	-	
Expenses															
Staffing	581,000	48,417	48,417	48,417	48,417	48,417	48,417	48,417	48,417	48,417	48,417	48,417	581,000	-	
Employer Benefits & Taxes	173,429	14,452	14,452	14,452	14,452	14,452	14,452	14,452	14,452	14,452	14,452	14,452	14,452	173,429	-
Contracted Services	192,600	14,951	15,852	15,812	15,852	18,812	19,937	17,337	15,812	15,812	17,008	15,892	9,522	192,600	-
Supplies & Materials	92,300	38,933	12,673	3,703	3,823	4,813	3,823	3,703	4,573	3,703	4,063	4,783	92,300	-	
Facility-Related Expenses	214,388	29,417	29,417	28,167	12,167	12,167	13,417	12,167	12,167	16,167	17,861	19,111	214,388	-	
Other Charges	64,907	60	60	12,060	15,653	2,310	2,310	2,810	18,403	2,810	2,810	2,810	64,907	-	
Debt Service	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Expenses	1,318,624	146,230	120,871	122,611	110,245	99,981	102,096	100,256	112,955	98,231	102,557	103,495	99,095	1,318,624	-
Operating Income (Loss)	155,136	10,270	(11,815)	42,745	(1,189)	9,075	63,260	8,800	(3,899)	67,125	6,499	(101,995)	66,261	155,136	-
Changes in Accounts Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Changes in Accounts Payable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Proceeds	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Line of Credit Repayments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Balance Sheet Activity	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Ending Cash	27,220	15,405	58,150	56,961	66,036	129,296	138,096	134,197	201,322	207,821	105,826	172,087			
Details of Cash Flow															
Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	
2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP	
Revenues															
Revenues															
State Revenues															
Basic Education Program	1,015,680	-	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$101,568	\$0	\$101,568	1,015,680	-	
BEP Transportation Component	23,880	-	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$2,388	\$0	\$2,388	23,880	-	
BEP Capital Outlay	36,000	-	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$0	\$3,600	36,000	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Federal Revenues															
Title I	25,200	-	\$6,300	-	-	\$6,300	-	-	\$6,300	-	-	\$6,300	25,200	-	
Title II	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
NSLP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
E-Rate	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	-	
CSP Startup Grant	250,000	\$50,000	-	\$50,000	-	-	\$50,000	-	-	\$50,000	-	-	\$50,000	250,000	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Activity Revenues															
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising & Philanthropy															
Walton Family Foundation	75,000	\$75,000	-	-	-	-	-	-	-	-	-	-	75,000	-	
Board Committed Fundraising	30,000	\$30,000	-	-	-	-	-	-	-	-	-	-	30,000	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Revenues	1,473,760	156,500	109,056	165,356	109,056	109,056	165,356	109,056	109,056	165,356	1,500	165			

Beacon College Preparatory Charter School New Charter School Application Budget Template Year 1 Cash Flow														
Instructional Staff														
Teachers	184,000	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	\$15,333	184,000	- Assumes 24 pay periods through FY
Special Education Teachers	50,000	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	\$4,167	50,000	- Assumes 24 pay periods through FY
Educational Assistants/Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Elective Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (Specify in Assumptions)	160,000	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	\$13,333	160,000	- Assumes 24 pay periods through FY
Total Instructional Compensation	394,000	32,833	394,000	-										
Non-Instructional Staff														
Clerical Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodial Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operations	32,000	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	\$2,667	32,000	- Assumes 24 pay periods through FY
Social Workers/Counseling	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (Specify in Assumptions)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Non-Instructional Compensation	32,000	2,667	32,000	-										
GLC Stipend														
Other Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Compensation	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Compensation	581,000	48,417	581,000	-										
Employer Benefits & Taxes														
	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Social Security	36,022	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	\$3,002	36,022	- Based on wages; 24 pay period cycle
Medicare	8,425	\$702	\$702	\$702	\$702	\$702	\$702	\$702	\$702	\$702	\$702	\$702	8,425	- Based on wages; 24 pay period cycle
State Unemployment	4,800	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	\$400	4,800	- Based on wages; 24 pay period cycle
Disability/Life Insurance	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-
Workers Compensation Insurance	5,810	\$484	\$484	\$484	\$484	\$484	\$484	\$484	\$484	\$484	\$484	\$484	5,810	- Based on wages; 24 pay period cycle
Other Fringe Benefits	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Medical Insurance	43,200	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	\$3,600	43,200	- Based on wages; 24 pay period cycle
Dental Insurance	10,800	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	\$900	10,800	- Based on wages; 24 pay period cycle
Vision Insurance	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- Based on wages; 24 pay period cycle
TCRS Certified Legacy	60,773	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	\$5,064	60,773	- Based on wages; 24 pay period cycle
TCRS Certified Hybrid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TCRS Classified Legacy	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TCRS Classified Hybrid	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Classified Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Retirement	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Employer Benefits & Taxes	173,429	14,452	173,429	-										
Operating Expenses														
	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1	Year 1
	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21	2020-21
Total Budget	July	August	September	October	November	December	January	February	March	April	May	June	Total	AR/AP
Contracted Services														Assumption Notes
Professional Development	13,000	\$3,178	\$289	\$289	\$289	\$289	\$4,333	\$1,733	\$289	\$289	\$1,444	\$289	\$289	13,000
Financial Services	55,000	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	\$4,583	55,000	- based on PD training schedule
Audit Services	3,000	-	-	-	\$3,000	-	-	-	-	-	-	-	3,000	- monthly
Legal Fees	2,500	\$2,500	-	-	-	-	-	-	-	-	-	-	2,500	- Nov 2020, 990 billed and submitted by IRS due date of 11/15
Copier Lease and Usage	18,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	18,000	- July 2020, assumes one time retainer fee
Internet and Phone Service	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	- monthly
Cell Phone Service	6,000	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	6,000	- monthly
Payroll Services	3,600	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	\$300	3,600	- monthly
Health Services	1,800	-	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	\$180	1,800	- Aug 2020 - May 2021
Transportation	46,500	-	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	\$4,650	46,500	- Aug 2020 - May 2021
IT Services	9,600	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	\$800	9,600	- monthly
Contracted SPED Services	15,000	-	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	15,000	- Aug 2020 - May 2021
Insurance	15,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	15,000	- monthly
Postal Charges	960	\$120	\$80	\$40										

Beacon College Preparatory Charter School New Charter School Application Budget Template Year 1 Cash Flow																
Custodial	14,400	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	14,400	-	monthly
Waste	2,400	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	\$200	2,400	-	monthly
Faculty Furniture	3,388	-	-	-	-	-	-	-	-	-	\$1,694	\$1,694	\$1,694	3,388	-	May - Jun 2021
Student Furniture	12,000	-	-	-	-	-	-	-	-	\$4,000	\$4,000	\$4,000	\$4,000	12,000	-	Apr - Jun 2021
Internet/Network Equipment	8,000	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	\$667	8,000	-	monthly
Other Equipment	-	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	-	-	
Building Decorum	5,000	\$1,250	\$1,250	-	-	-	\$1,250	-	-	-	-	\$1,250	\$1,250	5,000	-	Jul - Aug 2020, Jan 2021, Jun 2021
Tenant Improvements	48,000	\$16,000	\$16,000	\$16,000	-	-	-	-	-	-	-	-	-	48,000	-	Jul - Sept 2020; based on contractor invoicing schedule
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Charges																
Staff Recruitment	15,000	-	-	\$12,000	-	-	-	\$500	\$500	\$500	\$500	\$500	\$500	15,000	-	Jan - Jun 2021
Student Recruitment & Community E	18,000	-	-	-	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	\$2,250	18,000	-	Nov 2020 - Jun 2021
Parent & Staff Meetings	720	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	\$60	720	-	2 parent meetings per month
Authorizer Fee	31,187	-	-	-	\$15,593	-	-	\$15,593	-	-	-	-	-	31,187	-	based on SCS invoicing schedule
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Debt Service																
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Expenses	564,195	83,361	58,002	59,742	47,376	37,112	39,227	37,387	50,086	35,362	39,688	40,626	36,226	564,195	-	
Total Expenses	1,318,624	146,230	120,871	122,611	110,245	99,981	102,096	100,256	112,955	98,231	102,557	103,495	99,095	1,318,624	-	

**Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Revenue Assumptions						
Annual Revenue Increase Cumulative Increase	Year 1	Year 2	Year 3	Year 4	Year 5	
	2020-21	2021-22	2022-23	2023-24	2024-25	
	0.00%	1.50%	1.50%	1.50%	1.50%	
	100.00%	101.50%	103.02%	104.57%	106.14%	
State Revenues	Assumption					
Basic Education Program	\$8,464					
BEP Transportation Component	\$199	1,015,680	\$1,546,373	\$2,092,758	\$2,655,187	\$3,234,017
BEP Capital Outlay	\$300	23,880	\$36,357	\$49,204	\$62,427	\$76,036
Other	\$0	36,000	\$54,810	\$74,176	\$94,111	\$114,627
Other	\$0	-	-	-	-	
Federal Revenues	Assumption Notes					
Title I	\$300	25,200	\$37,800	\$50,400	\$63,000	\$75,600
Title II	\$0	-	-	-	-	
Title III	\$0	-	-	-	-	
NSLP	\$0	-	-	-	-	
E-Rate	\$150	18,000	\$9,000	\$9,000	\$9,000	
CSP Startup Grant	\$0	250,000	\$50,000	-	-	
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
School Activity Revenues						
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Fundraising & Philanthropy						
Walton Family Foundation	\$0	75,000	-	-	-	
Board Committed Fundraising	\$0	30,000	\$10,000	\$10,000	\$15,000	\$30,000
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Other	\$0	-	-	-	-	
Total Revenues	1,473,760	1,744,340	2,285,538	2,898,725	3,539,281	
Compensation						
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2020-21	2021-22	2022-23	2023-24	2024-25	
Administrative Staff	Assumption Notes					
Principal/School Leader	95,000	96,900	98,838	100,815	102,831	Assumes 1 HoS beginning pre-opening year, starting annual salary of \$95,000 plus a 2% COLA each year after.
Assistant Principal	-	-	-	-	-	
Special Education Coordinator	-	-	55,080	56,182	57,305	Assumes Scholar Supports Coordinator promotes from SPED teacher fully in Y3, however splits that role in Y1 and Y2, at \$55,080 annual salary; 2% COLA each year after
Deans, Directors	-	60,000	122,400	124,848	191,017	Assumes 1 Dean of Curriculum hired Y2 (becomes Dean of L.A. Y5), starting annual salary of \$60,000 plus a 2% COLA each year after; Assumes 1 Dean of Culture hired Y3, starting salary of \$61,200 plus 2% COLA each year after; Assumes Dean of U.A. hired Y5
Other (Specify in Assumptions)	60,000	61,200	62,424	63,672	64,946	Assumes 1 Dean of Operations hired in pre-opening year, starting annual salary of \$60,000 plus a 2% COLA each year after
Total Administrative Compensation	155,000	218,100	338,742	345,517	416,100	
Instructional Staff						
Teachers	184,000	281,520	382,867	488,156	597,503	Assumes 4 lead teachers in Y1, 6 lead teachers in Y2, 8 lead teachers in Y3, 10 lead teachers in Y4, and 12 lead teachers in Y5 - base salary of \$46,000 in Y1 plus 2% COLA each year after
Special Education Teachers	50,000	51,000	52,020	101,000	103,020	Assumes 1 SPED teacher Y1-Y2 who manages IEP caseload (ideally will promote to SSC in Y3), starting annual salary of \$50,000; 2nd SPED teacher beginning in Y3, 3rd SPED teacher beginning in Y4
Educational Assistants/Aides	-	-	-	-	-	

**Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 2 Through 5 Budget**

Elective Teachers	-	-	-	44,571	90,924	Assumes 1 Elective Teacher in Y4; starting salary of \$44,571; 2nd Elective Teacher hired in Y5, starting salary of \$45,462
Other (Specify in Assumptions)	160,000	244,800	291,312	339,587	389,676	Assumes 1 Co-Teacher per classroom in Y1-Y2, starting salary of \$38,000 plus a 2% COLA each year after; only adding 1 Co-Teacher each year in Y3-Y5; dual responsibility for elective roles Y1-Y3
Total Instructional Compensation	394,000	577,320	726,199	973,313	1,181,122	
Non-Instructional Staff						
Clerical Staff	-	-	-	-	-	
Custodial Staff	-	-	-	-	-	
Operations	32,000	32,640	33,293	33,959	34,638	Assumes 1 Office Manager hired in Y1, with a 2% COLA each year after
Social Workers/Counseling	-	-	-	-	-	
Other (Specify in Assumptions)	-	-	-	-	-	
Total Non-Instructional Compensation	32,000	32,640	33,293	33,959	34,638	
GLC Stipend	-	3,000	4,000	5,000	6,000	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Other Compensation	-	-	-	-	-	
Total Compensation	581,000	831,060	1,102,234	1,357,788	1,637,860	

Employer Benefits & Taxes

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25

Assumption Notes

Social Security	36,022	51,526	68,339	84,183	101,547	Assumes a rate of 6.2% of all wages each year of operation
Medicare	8,425	12,050	15,982	19,688	23,749	Assumes a rate of 1.45% of all wages each year of operation
State Unemployment	4,800	6,800	8,800	10,800	13,200	Assumes a rate of \$400 per FTE each year of operation
Disability/Life Insurance	-	-	-	-	-	
Workers Compensation Insurance	5,810	8,311	11,022	13,578	16,379	Assumes a rate of 1.00% of all wages each year of operation
Other Fringe Benefits	-	-	-	-	-	
Medical Insurance	43,200	63,648	85,663	109,337	138,979	Assumes an employer contribution of \$300 per month, per FTE each year; 4% increase each year beginning in Y2
Dental Insurance	10,800	15,912	21,416	27,334	34,745	Assumes an employer contribution of \$75 per month, per FTE each year; 4% increase each year beginning in Y2
Vision Insurance	3,600	5,304	7,139	9,111	11,582	Assumes an employer contribution of \$25 per month, per FTE each year; 4% increase each year beginning in Y2
TCRS Certified Legacy	60,773	86,929	115,294	142,025	171,320	Assumes a 10.46% employer contribution to TCRS for all wages each year (some staff may be Hybrid or Class, but this will be the max ER cost)
TCRS Certified Hybrid	-	-	-	-	-	
TCRS Classified Legacy	-	-	-	-	-	
TCRS Classified Hybrid	-	-	-	-	-	
Other Classified Retirement	-	-	-	-	-	
Other Retirement	-	-	-	-	-	

Operating Expenses

Year 1	Year 2	Year 3	Year 4	Year 5
2020-21	2021-22	2022-23	2023-24	2024-25
0.00%	1.50%	1.50%	1.50%	1.50%
100.00%	101.50%	103.02%	104.57%	106.14%

Assumption Notes

Contracted Services					Assumption Notes	
Professional Development	\$1,182	13,000	\$20,392	\$26,390	\$32,388	\$39,585 Assumes average annual increase of professional development commensurate of increase in all FTEs each year
Financial Services	\$4,583	55,000	\$55,825	\$56,662	\$57,512	\$58,375 Assumes a multi-year contract for services plus inflation; includes AP, payroll, accounting, financial reporting, budgeting, etc.
Audit Services	\$3,000	3,000	\$15,000	\$15,000	\$15,000	\$15,000 Assumes a multi-year contract for services; \$12K audit + \$3K Form 990 filing
Legal Fees	\$2,500	2,500	\$2,500	\$2,500	\$2,500	\$2,500 Assumes \$2,500 retainer each year
Copier Lease and Usage	\$1,500	18,000	\$18,270	\$18,544	\$19,322	\$19,612 Assumes \$500 per month for two copiers plus inflation; 3rd copier added in Y4 at same rate
Internet and Phone Service	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547 Assumes \$200 per month for building-wide phone and internet services plus inflation
Cell Phone Service	\$500	6,000	\$8,628	\$11,165	\$13,703	\$16,748 Assumes \$500 per FTE plus inflation
Payroll Services	\$300	3,600	\$3,654	\$3,709	\$3,764	\$3,821 Assumes \$300 per month for payroll processing fees plus inflation
Health Services	\$15	1,800	\$2,741	\$3,654	\$4,568	\$5,481 Assumes \$15 per student; Well Child
Transportation	\$46,500	46,500	\$47,198	\$94,395	\$95,811	\$143,716 Assumes 1 bus Y1-Y2, 2 buses Y3-Y4, 3 buses Y5 plus inflation
IT Services	\$9,600	9,600	\$11,571	\$13,398	\$15,225	\$17,052 Assumes \$500 per month for IT support plus \$30 per student for SIS plus inflation
Contracted SPED Services	\$1,154	15,000	\$23,423	\$30,450	\$38,648	\$46,846 Assumes \$1,154 per student receiving SPED service per year plus inflation
Insurance	\$125	15,000	\$22,838	\$30,450	\$38,063	\$45,675 Assumes \$125 per student per year for D&O, Property and liability insurance plus inflation

Beacon College Preparatory Charter School New Charter School Application Budget Template Year 2 Through 5 Budget						
Postal Charges	\$8	960	\$1,462	\$1,949	\$2,436	\$2,923
Bank Charges	\$20	240	\$244	\$247	\$251	\$255
Supplies & Materials						
Textbooks and Instructional Supplies	\$75	9,000	\$13,703	\$18,270	\$22,838	\$27,405
Education Software	\$100	12,000	\$18,270	\$24,360	\$30,450	\$36,540
Student Supplies	\$50	6,000	\$9,135	\$12,180	\$15,225	\$18,270
Faculty Supplies	\$25	2,700	\$3,959	\$4,872	\$6,395	\$7,917
Library Books	\$40	4,800	\$2,436	\$2,473	\$2,510	\$2,547
Testing & Evaluation	\$25,000	25,000	\$25,375	\$25,756	\$26,142	\$26,534
Student Laptops	\$250	10,000	\$4,568	\$4,636	\$4,706	\$4,776
Faculty Laptops	\$900	4,500	\$4,568	\$4,568	\$5,481	\$5,481
Office Supplies	\$350	4,200	\$6,039	\$7,816	\$9,592	\$11,723
Printing Paper	\$40	4,800	\$7,308	\$9,744	\$12,180	\$14,616
Marketing Materials	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547
Student Uniforms	\$25	3,600	\$4,568	\$6,090	\$7,613	\$9,135
Gifts & Awards - Students	\$20	2,400	\$3,654	\$4,872	\$6,090	\$7,308
Gifts & Awards - Teachers and Staff	\$75	900	\$1,294	\$1,675	\$2,055	\$2,512
Health Supplies	\$0	-	-	-	-	-
Assumes that Health Supplies are covered in the cost of Health Services						
Facility Related Expenses						
Rent	\$8,500	102,000	\$103,530	\$106,659	\$111,531	\$118,375
Utilities	\$1,600	19,200	\$19,488	\$19,780	\$20,077	\$20,378
Custodial	\$1,200	14,400	\$14,616	\$14,835	\$15,058	\$15,284
Waste	\$200	2,400	\$2,436	\$2,473	\$2,510	\$2,547
Faculty Furniture	\$200	3,388	\$1,015	\$1,015	\$1,218	\$0
Student Furniture	\$200	12,000	\$12,180	\$12,180	\$12,180	\$0
Internet/Network Equipment	\$8,000	8,000	\$0	\$0	\$0	\$0
Other Equipment	\$0	-	\$0	\$0	\$0	\$0
Building Decorum	\$5,000	5,000	\$2,000	\$2,000	\$2,000	\$2,000
Tenant Improvements	\$5	48,000	\$48,360	\$48,725	\$49,096	\$49,473
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other	\$0	-	\$0	\$0	\$0	\$0
Other Charges						
Staff Recruitment	\$15,000	15,000	\$18,000	\$21,000	\$24,000	\$27,000
Student Recruitment & Community Engagement	\$100	18,000	\$24,360	\$30,907	\$37,644	\$38,209
Parent & Staff Meetings	\$30	720	\$731	\$742	\$753	\$764
Authorizer Fee	\$0	31,187	\$35,000	\$35,000	\$35,000	\$35,000
Other	\$0	-	\$0	\$0	\$0	\$0
Debt Service						
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Other	\$0	-	-	-	-	-
Total Operating Expenses						
	564,195	625,206	736,084	805,638	906,478	
Total Expenses						
	1,318,624	1,706,746	2,171,972	2,579,482	3,055,839	

**Beacon College Preparatory Charter School
New Charter School Application Budget Template
Year 0 & Years 1 through 5 Summary**

Revenue Assumptions

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Starting Fund Balance	-	16,950	172,087	209,681	323,246	642,489
State Revenues	-	1,075,560	1,637,540	2,216,138	2,811,725	3,424,681
Federal Revenues	-	293,200	96,800	59,400	72,000	84,600
School Activity Revenues	-	-	-	-	-	-
Fundraising & Philanthropy	280,000	105,000	10,000	10,000	15,000	30,000
Total Revenues	280,000	1,473,760	1,744,340	2,285,538	2,898,725	3,539,281
Staffing	109,167	581,000	831,060	1,102,234	1,357,788	1,637,860
Employer Benefits & Taxes	16,743	173,429	250,480	333,654	416,056	511,501
Contracted Services	39,890	192,600	236,179	310,986	341,700	420,136
Supplies & Materials	28,350	92,300	107,311	129,782	152,871	177,312
Facility-Related Expenses	51,900	214,388	203,625	207,668	213,670	208,057
Other Charges	17,000	64,907	78,091	87,649	97,397	100,973
Debt Service	-	-	-	-	-	-
Total Expenses	263,050	1,318,624	1,706,746	2,171,972	2,579,482	3,055,839
Net Income	16,950	155,136	37,594	113,565	319,243	483,442
Ending Fund Balance	16,950	172,087	209,681	323,246	642,489	1,125,931

Attachment P: Budget Narrative

Introduction

Beacon College Prep has prepared the following budget narrative for proposed financial activity during its Planning Year through its 5th Year of operations. The following sections detail the enrollment and student population assumptions, a summary of revenue and expense assumptions, a discussion of sustainability, cash flow, and finally, contingency plans.

Enrollment Assumptions

Beacon College Prep has assumed the following enrollment plan below when creating a five-year outlook:

Figure 3.2(a): Enrollment Assumptions

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	60	60	60	60	60
1 st Grade	60	60	60	60	60
2 nd Grade		60	60	60	60
3 rd Grade			60	60	60
4 th Grade				60	60
5 th Grade					60
Total	120	180	240	300	360

Beacon College Prep plans to locate in Memphis, Tennessee, specifically in the 38128 zip code, and recruit students primarily from the surrounding neighborhoods. Between each school year, the school will backfill any attrition from the previous year to ensure that each grade level maintains an enrollment aligned with the above table.

Other Demographic Factors

Beacon College Prep anticipates its demographics to be consistent with neighboring Shelby County schools in the 38128 zip code. For budgeting purposes, it has assumed the following:

- 70% of students will qualify for free or reduced lunch
- 11% of the student population will have an active IEP

Revenue Assumptions

During Beacon College Prep's planning year, the school anticipates two main sources of funding. The first funding source is the Walton Family Foundation startup grant for charter schools. The Walton Family Foundation is anticipating making awards of \$325,000 in the Memphis area during the 2019-20 fiscal year. Beacon College Prep has been invited to apply and receive up to the full \$325,000 to expend on start-up and operational expenses by the first year of operation. The school is confident, based on history and commitment from Building Excellent Schools which serves as the Walton Family Foundation funding partner, that recipients of this grant will receive the full \$325,000 contingent upon their charter application being approved by Shelby County Schools. This revenue source will cover the planning year staff's salary and benefits expenses, along with other start-up expenses including preparing a facility for

students, student and staff recruitment, professional development, and general school planning. Please see **Attachment E** for the BES/WFF Letter of Commitment.

The second source of funding is a commitment from the school's founding Board of Directors to raise \$30,000 in the planning year. Each board member has committed to either donate or fundraise \$3,750. Although this funding is not essential for start-up year expenses, it does represent what the school believes is a reasonable commitment agreed upon by all board members during the Planning Year. Please see **Attachment E** for the Board Letter of Commitment.

During the first operational year (2020-21), Beacon College Prep anticipates the following four public sources of funding:

Figure 3.2(b): Revenue Sources

Revenue	Rate	Driver	Source of Rate Assumption
BEP	\$8,464	Per student	TN DOE website for SCS FY 2018
BEP Transportation Supplement	\$199	Per student	TN DOE website for SCS FY 2018
Title I	\$300	Per FRL student	Historical allocations from SCS to other charter schools
BEP Capital Outlay	\$300	Per student	TN DOE
CSP Grant	\$300,000	Flat rate	TN DOE

In Years 2 through 5, Beacon College Prep has assumed a conservative 1.5% year-over-year increase of the BEP, BEP Transportation Supplement, and BEP Capital Outlay, to account for observed growth in per pupil funding. Title funds were budgeted at a flat \$300 per FRL student, as funding rates are subject to change.

Charter Schools Program Planning ("CSP") and Implementation funding has also been included in the proposed financial plan. These funds are awarded to applicants once approved by their respective authorizers, and most applicants are typically awarded funding. The current funding cycle provides for up to a \$600,000 award per applicant. However, to remain conservative and to account for increased demand for funding, we have only included a \$300,000 assumption in its budget projections, with the majority concentrated in Year 1 (2020-21) and the remaining in Year 2 (2021-22).

There is no assumption of any National School Lunch Program or School Breakfast Program funding because Beacon College Prep intends to secure food services through Shelby County Schools. Due to the Community Eligibility Provision status of SCS, Beacon College Prep is anticipating a net cost of zero.

Board fundraising and giving is expected to be an integral part of the budget each year, with \$30,000 in private funding in Year 1, dropping to \$10,000 each year for Years 2 and 3, increasing to \$15,000 in year 4, until it reaches \$30,000 in year 5. Given the amount of philanthropic resources in the area and the dedication of an 8-member board (more members will be recruited post authorization), Beacon College Prep believes the \$95,000 to be raised over six years is realistic.

Beacon College Prep anticipates total revenues for Year 1 to approach \$1.47 million. Annual revenues are anticipated to increase each subsequent year primarily due to the addition of a new grade level each year.

Revenues also increase year over year, albeit to a much lesser degree, due to the 1.5% increase assumption. By Year 5, anticipated revenues should approach \$3.54 million.

Expense Assumptions

Staffing

The staffing plan, outlined below, establishes a foundation of administrative positions in Year 1, along with a first cohort of teachers to serve the Kindergarten and 1st grade classes. After Year 1, specific student-related positions will scale with the size of the student body, as reflected below:

Figure 3.2 ©: Staffing Assumptions

Role	Year 1	Year 2	Year 3	Year 4	Year 5
Head of School	1	1	1	1	1
Dean of Curriculum		1	1	1	2
Dean of Operations	1	1	1	1	1
Dean of Culture			1	1	1
Scholar Support Coordinator		.5	1	1	1
Lead Teachers	4	6	8	10	12
Special Education Teachers	1	.5	1	2	3
Co-Teachers	4	6	7	8	9
Elective Teachers				1	2
Office Manager	1	1	1	1	1
TOTAL STAFF:	12	17	22	27	33

As noted, this pattern of growth will continue each year as the school continues to grow to reach scale in year 5, 2024-25, as a fully operating elementary school. Several critical areas of operation that would otherwise have a school staffing requirement have been budgeted via contracted services from established local vendors and contractors. These areas include financial services, custodial services, legal counsel, and IT support.

Compensation

Salaries for both certificated and support staff members are based on existing trends in similar Memphis charter elementary schools.

Leadership roles, such as the Head of School, as well as the Dean roles, have been aligned to market rates for those roles. One SPED teacher will be hired in Year 1 at a starting salary of \$50,000. A Scholar Support Coordinator has been budgeted in year 3, ideally promoting from the Special Education teacher role in Years 1 and 2. Additional SPED teachers will be added in years 4 and 5.

For the largest staffing category, Lead Teachers, defined as teachers who have had teaching experience in a Title I school with certification in their respective subject matter, Beacon College Prep has budgeted a starting salary of \$46,000 in Year 1. Teachers in subsequent years will begin with the same starting salary adjusted to the respective cost of living adjustment inflator, subject to their previous experience and credentials, but we may be able to offer a salary less than \$46,000, while other more experienced teachers may be offered a salary above \$46,000.

Other support teacher roles include Co-Teachers during Year 1, budgeted at \$38,000, respectively. Support staff numbers increase in Years 2 through 5 with additional Co-Teachers each year and Elective Teachers at a salary of \$44,571 in Year 4.

A 2% increase has been applied to all future year salaries as a cost of living adjustment. This increase is not a guaranteed compensation increase, but rather a budgetary projection to cover rising costs and inflation within the industry. Additionally, grade level chair ("GLC") stipends have been budgeted in years 2 through 5 at \$1,000 per grade level. Resources permitting, we will evaluate opportunities to increase compensation beyond this set-aside, along with its benefits package, to remain competitive.

Employer Benefits and Liabilities

Beacon College Prep has assumed the standard 6.2% and 1.45% on all wages each year for Social Security and Medicare employer contributions, respectively. State unemployment has been budgeted at \$400 per full time equivalent ("FTE"). Workers compensation insurance, which is usually purchased in conjunction with general liability and D&O insurance, has been estimated at 1% of total compensation.

For the purposes of estimating employer contributions to the Tennessee Consolidated Retirement System ("TCRS"), Beacon College Prep has assumed a 10.46% employer contribution for all staff, though depending on certified or classified status, as well as prior participation in TCRS before July 1, 2014, the employer contribution may vary by individual. This amount represents the maximum contribution Beacon College Prep would make toward employees' retirement plans.

Medical, dental, and vision insurance employer contributions have been approximated at \$4,800 per FTE. Beacon College Prep plans to use the same insurance plans as Shelby County Schools, but it will continue to research other health insurance options to ensure employees receive the most ideal benefit packages at the lowest cost possible for the school. There may be different costs associated for certified and classified insurance programs and different costs depending on the type of plan participation (single, single+1, and family). The \$4,800 per FTE represents the proposed financial capacity of the school to contribute towards insurance costs. Given the number of drivers that will go into the final cost, Beacon College Prep has conservatively prepared to incur these costs for all FTEs. Each subsequent year, a 4% year-over-year increase has been assumed to reflect potential health insurance cost increases that may be realized in future years.

Salaries and benefits, in total, represent anywhere from 51% to 62% of the school's operating budget.

Contracted Services

Contracted services are expected to grow as Beacon College Prep grows. Starting at approximately \$187K in year 1, this will increase to around \$414K in Year 5. Major expenses in this category in the first year are:

- \$13,000 – professional development trips/conferences for instructional and leadership team
- \$46,500 – one bus route for student transportation
- \$55,000 – flat estimate for financial services provided by back-office provider in lieu of hiring CFO
- \$15,000 – for D&O, property, and liability insurance
- \$15,000 – contracted services for SPED students in excess of services offered by SCS

In addition, the school plans on incurring additional expenses that, while minimal in their materiality to the budget, remain critical to the successful operation of the school. These contracted expenses include but are not limited to payroll fees, phone and internet services, legal counsel, postage, and student health services.

Supplies & Materials

Year 1 has approximately \$92K budgeted in various supplies and materials, both instructional and non-instructional in nature. This also includes staff and student computers. By Year 5, this category totals about \$177K. As a percent of the overall budget, this category represents 6% of total spending, which aligns with the trends observed at other charter schools. These expenses, depending on the line item, are

driven either by the number of students, number of new students, or number of staff members. Beacon College Prep has been thoughtful about distinguishing recurring vs. one-time costs within this part of the budget.

Other Charges

Beacon College Prep has budgeted \$66K for other charges in Year 1. These include fees for job postings and fairs, travel to interview candidates, and placement fees due to Teach For America for staff recruitment related expenses, totaling \$15K. Student recruitment, community engagement, and parent/staff meetings have been budgeted at \$19K. Finally, it has included the authorizer fee, calculated as the lesser of 3% of BEP funds or \$35,000 per year.

Facilities

Beacon College Prep has earmarked between 7% and 16% of its overall spending for facility-related expenses, including furniture and equipment. Most of this part of the budget is driven by the working assumption of 80 square feet per student, with 9,600 square feet in Year 1 and then 28,800 square feet in year 5. This includes a base rent assumption of \$8,500 per month with a 1.5% increase year over year. Tenant improvements of \$5 per 9,600 square feet were budgeted for buildout per year for each phase of buildout as the school grows. Utilities have been budgeted at \$1,600 per month, along with custodial services at \$1,200 per month based on historical averages in the area. Waste pickup has been budgeted at \$200 per month.

Financial Sustainability

Reviewing the school's projected operating income over the first five years, Beacon College Prep experiences positive operating incomes in all five years with a growing fund balance year over year. Between the planning year and Year 1, we see operating incomes of approximately \$17K and \$155K, respectively. In Year 2, we see a decrease in operating income totaling approximately \$37K for that fiscal year. In Years 3, 4, and 5, the school is positioned to post operating income gains of approximately \$113K, \$319K, and \$483K, respectively. Overall, the preliminary financial plan is strong, with the fund balance approaching the \$1.26M mark by Year 5, or roughly a 47% of forecasted expenses that year.

Cash Flow

A cash flow has been provided for the periods between July 2019 through June 2020, and then July 2020 through June 2021. Revenue and expenses have been aligned to their typical schedules of distribution, and where possible, schedules have been differentiated to reflect the nature of how Tennessee charter schools receive and spend money based on the time of the year.

The cash flow assumes the major following assumptions:

- The school will receive its Walton Grant by August 2019 but will defer \$75K to July 2020.
- CSP funds will be reimbursed in five \$50K installments between July 2020 and June 2021.
- BEP funds will be distributed in 10 payments from August through June, except for a payment in May. This is the state-mandated distribution schedule.
- Title I funding has been projected conservatively at the quarterly interval to account for the processing of funding requests, any compliance documents, etc.
- All staffing and benefit expenses are projected over 12 months.
- Most expense categories are aligned to a 12-month schedule with some targeted spending to occur in the front part of year to align with expenses incurred when the school is opening.
- Expenses related to school activities, such as transportation, have been budgeted to align with the 10 months of instruction, from September through May.

There will be some periods of time, particularly in the beginning of Year 1, when cash flow may call for the school to manage the outflow of its payables and/or delay the timing of those payments, but otherwise not outside of what other charter schools must deal with.

Even though there is not a Year 2 cash flow available, the school could potentially face a cash flow issue in the beginning of the second operating fiscal year. Given the known issue with BEP payments not disbursed in July, the school will be faced with meeting all its July operating expenses with its ending cash balance from the planning year. These numbers would indicate the school will face an operating cash shortfall at the beginning of Year 2. The school would plan on utilizing the following techniques to bridge this potential cash shortfall:

- Establish a line of credit with a financial institution. Similar schools have been able to secure lines of credit in excess of \$150,000 before entering their first year of operation.
- Negotiate extended payment terms with vendors. There are considerable sums in Technology, Equipment, and Furniture line item for Year 2.
- Secure short-term private loans from philanthropic individuals.
- Negotiate a delayed or deferred payment structure into the lease during the summer months.

Any potential cash shortfall would be manageable based upon the above techniques. These techniques have been utilized at other charter schools with success.

Contingency planning

While creating a budget, there must be an evaluation of hypothetical, yet realistic situations regarding what the school would do should certain revenues not materialize, expenses run higher than the current budget projections, or the cash flow runs into issues. From a planning perspective, wherever possible, the school has tried to take the approach of under-estimating revenue and over-estimating expense by inflating salaries 2% and medical, dental, vision insurance 4% year over year, while only inflating revenues 1.5%. This hedge, already built into the current budget outlook, is the first line-of-defense should some additional developments take place that worsen the financial picture. The school has taken the strategy of not assuming any additional resources beyond Walton Family Foundation grant monies and Board of Directors donation commitments in its Planning Year. Additionally, Beacon College Prep has not budgeted significant sums of money outside of public resources (CSP, BEP and Title I allocations). Post authorization, the school plans on establishing rapport with local philanthropic funders who have historically aided other charters to strengthen its budget outlook.

Beacon College Prep has conservatively assumed that it can grow into a facility and pay rent on an “as utilized” basis. This notion has been successfully implemented in several existing charter schools and is the ideal method through which the school would execute its facility plan. If Beacon College Prep cannot come to terms on a lease that operates on an “as utilized” basis, the model has conservatism built in that would allow the school to rent a facility that would fit its needs, using the tenant improvement budget accordingly.

This budget is a feasibility analysis based on the program and school design being proposed, but not necessarily the final operating budget; the budget will continue to undergo many revisions post authorization and into the next year. The planning year budget might have to be tailored to align with the available startup resources or be reduced to generate a larger carryover into Year 1. Given its percent of the budget, the staffing plan would likely need to be reevaluated. Positions might have to be reduced to part-time or delayed to a later start date, or even delayed to the following school year. Certain equipment and furniture purchases might have to be delayed, or service contracts might have to be renegotiated for a reduced scope.

In summary, Beacon College Prep will face the largest financial challenge in its second year of operation. However, the school is committed to having a positive fund balance all five years, and that commitment is what will drive budget decisions and revisions to address any potential shortfalls. Similarly, with the ending cash balance in Year 1, the school is going to evaluate all financing options available. In addition to pursuing a line of credit, both management and governance will pursue all avenues of cash flow financing, including but not limited to, vendor credit, credit cards, and any options available that can improve cash.

2019 Charter Application Supplement

The Beacon College Preparatory Charter School mission is to prepare all kindergarten through fifth scholars to succeed in middle school, thrive in college, graduate from college, and to become engaged leaders of their community. We plan to do this in a school community that is academically rigorous, purposefully structured, and joyful and for a community that currently has insufficient quality options.

Although Raleigh's available K-8 seats exceed expected demand by approximately 200 students in SY18-19, there is a measurable academic need for Beacon College Prep. In SY17-18, 26.9% of Raleigh elementary students attended "Good" schools as categorized by Shelby County Schools' School Performance Score Card, with the remaining 73.1% attending schools rated "Fair," and none attending an "Excellent" elementary school.¹ Looking at data over the last two years, the quality of available seats declined from SY16-17 when approximately 36% of elementary school students in Raleigh attended schools rated "Good" or better.² More particularly, and speaking directly to the academic need for Beacon College Prep within Raleigh, according to SY17-18 enrollment and achievement data, less than 15% of students attending Raleigh's K-8 schools scored proficient or above on grade level reading and mathematics standards, falling behind Shelby County Schools' overall 20% proficiency rate.³ Of the four charter schools currently operating here, two fall under the Achievement School District and one, Granville T. Woods Academy of Innovation, has been deemed a priority school and may faces closure after the 2018-19 school year. This closure would reduce available K-8 seats by 416⁴, making Raleigh's ratio of capacity to enrollment one of the narrowest in the city, which further argues for the need for more quality elementary seats within the community. According to the Regional Seats Analysis, the North region, including Raleigh and neighboring Frayser, needs 2,645 additional high quality seats to meet community need.⁵

Through a proposed partnership with Communities in Schools ("CIS") of Memphis, Beacon College Prep will be prepared to implement the comprehensive service model from its very first day. In collaboration with CIS of Memphis, Beacon College Prep will conduct a thorough assessment of individual student and community-level needs, develop a strategic support plan, mobilize community partners to provide integrated academic (e.g., volunteer tutors) and non-academic (e.g., donations for a clothing closet) supports, and ensure high quality service provision through ongoing monitoring and evaluation.⁶ In SY17-18, CIS of Memphis supported 79% of their case-managed students in meeting/making progress towards their attendance goals and 88% of their case-managed students in meeting/making progress towards their academic goals.⁷ With 70% of Raleigh students qualifying as economically disadvantaged in SY17-18 and 45.8% living in poverty, the need for wraparound supports is strong. By providing these resources from the outset and through such partnership, Beacon College Prep will ensure that scholars start off strong and stay on track, instead of falling behind in attendance and academics due to unaddressed financial, mental or physical health, or family needs.

Beacon College Prep's curricular and design elements will provide scholars with a rigorous yet supportive classroom environment. Founding kindergarten and first grade scholars will be provided with 22 additional days of instruction through an extended school day of 455 minutes; 240 of those minutes will be devoted to literacy and 160 to mathematics. Beacon College Prep's two teacher model will allow for 840 minutes of small group instruction each week, resulting in more time for targeted, differentiated

¹ 2019 Regional Seats Analysis, <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

² <http://www.scsk12.org/charter/files/2018/2018-CHARTER-REPORT.pdf>.

³ <https://reportcard.tnk12.gov/districts/792/page/DistrictAchievement>.

⁴ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁵ <http://www.scsk12.org/charter/files/2019/2019-Regional-Seats-Analysis.pdf>.

⁶ A Letter of Support from Communities in Schools can be found in **Attachment A** of the Charter Application. For more information about Communities in Schools, please visit: <https://www.communitiesinschools.org/our-model>.

⁷ <https://www.cismemphis.org/the-impact>.

instruction. Additionally, 40 minutes of intervention as part of our extended day model is provided to scholars on a daily basis. The curricular elements of the school will be supported by a community skills curriculum involving aspects of service learning, such as Youth Service America's Classrooms with a Cause program,⁸ to teach students how to identify and prioritize community assets and challenges, evaluate options for addressing issues, explain rationale for their choices, implement their chosen service plan, and reflect on its impact – all within a developmentally- and age-appropriate sequence grades K-5. Research shows a wealth of lasting positive outcomes for K-12 students participating in service-learning experiences, ranging from increased self-confidence and reduced “risk” behaviors, to improved attendance, higher achievement on standardized tests, and increased civic engagement later in life.^{9,10} We will also embed daily leadership opportunities throughout our classroom and school communities, from class jobs to student government. At the same time, we will build students' sense of agency and responsibility by gradually increasing student ownership of their learning and growth, beginning early with self-reflection and goal-setting and eventually developing into high-level challenges, such as student-directed family-teacher conferences.

Beacon College Prep will be an academically rigorous, community-minded school that has the luxury of starting small and growing one grade level at a time. Strategic community partnerships combined with our community impact focus, and rigorous academic curriculum will provide Raleigh's scholars a unique K-5 experience that addresses the clear Academic Need and Seat Need with the community.

⁸ <https://ysa.org/resources/#1531264822517-44c1d0d8-f3d6>.

⁹ Billing, Shelley. 2002. “Support for K-12 Service-Learning Practice: A Brief Review of the Research.”

https://www.researchgate.net/publication/234681976_Support_for_K-12_Service-Learning_Practice_A_Brief_Review_of_the_Research

¹⁰ More information about our service learning component can be found in **Section 1.3** and **Section 1.10** of the Charter Application.